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Thesis

THE CULTIVATION OF A SPELLING SENSE
AND A SPELLING INDEPENDENCE

Submitted by

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(B. S. in Ed., Boston University, 1929)

In partial fulfilment of requirements for
the degree of Master of Arts

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T H E S I S

Change in pedagogical attitude. - In the olden days a young Scotch lad was told to learn a certain proverb. Totally ignorant of its meaning, he studied it long and faithfully but in vain. Finally, in despair, he went to his father and said, "Father, I dinna understand this." The stern old father replied, "I dinna ask ye to understand it. Larn it."

Evidently this rigorous old Scotchman was a product of the now almost defunct school of pedagogy which maintained that all is grist that comes to the mental mill - that the discipline derived from certain studies is of as much value as, or even greater than, the subject-matter involved. This theory, says John Dewey,¹ "has screened and protected traditional studies and methods of teaching from intelligent criticism and needed revisions. To say that they are 'disciplinary' has safeguarded them from all inquiry. It has not been enough to show that they were of no use in life or that they did not really contribute to the cultivation of the self. That they were 'disciplinary' stifled every question, subdued every doubt, and removed the subject from the realm of rational discussion.... The tendency was towards a negative conception of discipline, instead of an identification of it with growth in constructive power of achievement.

¹ "Democracy and Education," p. 156.

The first of these is the fact that the
 government has been unable to secure
 the necessary funds to carry out its
 policy of non-interference in the
 internal affairs of the country.

The second is the fact that the
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The fourth is the fact that the
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 internal affairs of the country.

To attend to material because there is something to be done in which the person is concerned is not disciplinary in this view; not even if it results in a desirable increase of constructive power. Application just for the sake of application, for the sake of training, is alone disciplinary. This is more likely to occur if the subject-matter presented is uncongenial, for then there is no motive (so it is supposed) except the acknowledgment of duty or the value of discipline. The logical result is expressed with literal truth in the words of an American humorist: 'It makes no difference what you teach a boy so long as he doesn't like it.'

Fortunate it is for the schoolboy of today that the old notion of "formal discipline" has well-nigh crumbled into ruins. Since John Locke first expounded it almost three centuries ago, countless young minds of a purely practical bent have been martyred at the altars of the classics, of mathematics, and of formal grammar, - subjects which, in the belief of the psychologist and the pedagogue of the day, had peculiar potentialities for the training of the faculties denied to the subjects of more immediate practical value.

"The mind was regarded as a machine of which the different faculties are parts.... Or, in a still cruder type of thinking, the mind was a storage battery which could be loaded with all power or intellect or judgment, giving the individual 'a surplus of mind to expend.'....

"The notions of mental machinery which, being improved for one sort of data, held the improvement equally for all sorts; of magic powers which, being trained by exercise of one sort to a high efficiency, held that efficiency whatever they might be exercised upon; and of the mind as a reservoir for potential energy which could be

filled by any one activity and drawn on for any other - have now disappeared from expert writings on psychology.¹

If time were to turn back to the middle of the last century for but a single schoolday, the young student of the present would doubtless emerge from his experience of a spelling recitation with the happy conviction that his lines had truly "fallen in pleasant places;" for, with the demise of the "mental discipline" fetich, has forever departed much of the "dry drudgery of the desk" which darkened the days of his young predecessors. No longer is he compelled to cumber his memory with a multitude of isolated, unrelated words which, having no connection with his life interests, are as meaningless to him as would be the hieroglyphs on the Rosetta Stone.

Popular criticism of present spelling ability. - Today, as in the past, spelling ability is popularly deemed a measure of one's literacy; hence the rank of this subject in the school curriculum is an important one. In the days of the old District School it held first place in the esteem of the lay public, and even today it is a prolific source for the newspaper editor - usually in criticism, seldom in praise, of modern schoolroom accomplishment.

It is frequently contended in the public press that we have lost ground in the spelling field - that our forefathers spelled better than we do. This contention, however, can hardly be borne out by facts. In Prior and Pittman's book² we are told that "in 1906 some old spelling examination papers, which had been written in 1846, were discovered in

¹ Edward L. Thorndike, "The Psychology of Learning," pp. 272 - 273

² H. C. Prior and M. S. Pittman, "A Guide to the teaching of Spelling," p. ix.

the attic of a school building in Springfield, Mass. This list has since been pronounced to eighth grade pupils all over the country, always, so far as the authors of this book know, with this result: children of the present generation have shown their superiority as spellers over the Springfield children of 1846."

Change in status of spelling in the school curriculum. - If ability to spell long, uncommon words were the criterion, undoubtedly the average schoolboy of the twentieth century would find himself no match for many a dullard of a century ago. Nevertheless, this is no aspersion upon the native intelligence of our own young generation. It is merely an indication of the change in pedagogical attitude toward the subject. In the days when Noah Webster's "American Speller" was placed on a plane of reverence, inferior only to that occupied by the Bible, spelling proficiency was looked upon as something desirable for itself alone. The modern attitude is just the reverse. No longer is it an end in itself, but a means to an end - a mere tool, valuable only in so far as it can be put to practical use.

Webster's old "Blue Back Speller" had its imitators. Though they differed somewhat in content the aim was unchanged: spelling ability - never utility. "The American Advanced Speller," by Lucius Osgood, Mark Sullivan tells us in "America Finding Herself", "stood up bravely for the desirability of learning to spell long words.... In that spirit Osgood began at Lesson 1 with a-m, am, and by easy stages led up to

lat i tu di na ri an

su per nat u ral i ty

pu sil la nim i ty

in com mu ni ca bil i ty"

¹"Our Times, " Vol. 11, p. 131.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

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3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend of increasing activity over time.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results of the study have significant implications for the field of research and may lead to further developments in the future.

5. The fifth part of the document concludes the study. It summarizes the main findings and provides a final statement on the importance of the research.

Farther on, he says:

"Nearly all who have sent me their recollections of school days have shown pride and affectionate approval for the proficiency in spelling that the old schools developed."¹

But there was, at least, one dissenter; for we are later told:²

"This doubt about spelling for spelling's sake is held by a few whose recollections have contributed to this survey. Professor Davenport³ wrote:

"We seemingly inherited the passion from our fathers and mothers, as they had been in their day, mighty men and women of valor in respect to the gymnastics of English orthography. With them, words were made to be spelled, their meaning and use being purely incidental to their construction, and the worse the construction, the better the word.... We used regularly Sanders's 'New Speller, Definer and Analyzer' - they used pretentious titles those days. Beginning with words of two letters, it gradually increased in difficulty to 'incomprehensibility, transubstantiation,' and the like, never omitting a single 'jaw-breaker', as the tough ones were expressively called. One found such useful and self-explanatory terms - to a child - as 'parsimoniousness, advantageousness, penuriousness.' Yet it was a good book, for it was our only dictionary - no school possessed a dictionary, even a small one. -- I never saw a dictionary during my district-school days."

¹ "Mark Sullivan, op. cit., p. 132.

² Ibid., p. 133.

³ E. Davenport, Dean and Professor Emeritus of the College of Agriculture, University of Illinois.

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Change in aim and spirit of spelling instruction. - Until comparatively recent times not much thought was given to the selection of the words to be studied or to the method of presentation. Teachers as a rule felt that they had fulfilled their mission as instructors if they assigned a sufficiently long list of words in the spelling book, impressed upon their pupils the necessity for close application, and checked up on their industriousness by means of an all-embracing test.

But this plan of procedure did not produce "the desired number of good spellers. A few prodigies were in evidence in the spelling contests of a past generation, who could not be 'spelled down' and these prodigies occupied the field of vision of most people, so that they did not see that many children were not learning to spell the words in common use."

With time came a change in pedagogical aims. The practical point of view began to obtain in the educational field, and with it came a change in classroom methods. The teaching of spelling, one of the most practical of school subjects, soon succumbed to its influence. What words should be taught and how they should be taught became a moot question at teachers' meetings and in current school journals. Today the discussion is still open, but there is practically a unanimity of opinion on two phases of the subject, namely:

1. Only the common words of the language should be studied.
2. A lesson assignment should be in part, at least a teaching exercise, in which the spelling difficulties are anticipated and possibility of future error reduced.

¹ Calvin N. Kendall and George A. Mirick, "How to Teach the Fundamental Subjects," p. 123.

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Henry Suzzalo says in his book "The Teaching of Spelling,"

"Every effort is made to safeguard the child against a wrong first impression and an incorrect learning of the word.... The modern spelling exercise may test the child's knowledge, but its primary function is to teach rather than to examine. Here testing is a mere accessory of instruction and completely subordinated to it."

Contrast between old and new methods of teaching spelling. -

The essential difference between spelling instruction of the past and of the present may be traced to the radical change in the point of view in relation to the status of spelling as a factor in education. Judged in this light we have come to see that its place is a comparatively humble one - that spelling proficiency is of little or no value apart from the use that can be made of it in the activities of everyday life outside the schoolroom. Its fall from a place of dignity as an acknowledged medium of educational growth to the rank of a mere servant has been accompanied by a material curtailment of its source of supply. We look no longer for quantity, but for quality. The classroom teacher is now called upon to teach only the essential words, but she is expected to teach them well.

Evaluation of spelling investigations. - The need for determination of the essential words and of the best method of teaching them has given rise to a scientific method of investigation unknown to educators of previous years. Dr. J. M. Rice was its pioneer.² Toward the close of the nineteenth century he entered upon a nation-wide

¹ "The Teaching of Spelling," pp. 8 - 9.

² "The Futility of the Spelling Grind," Forum, 23 : 163 - 172, 409 - 419.



inquiry for the purpose of ascertaining the spelling ability of school children in relation to method and to time given to the subject. His tests led him to the conclusion that, from the standpoint of results, the teacher rather than the method was the determining factor. The results, he says, " are not determined by the methods employed, but by the ability of those who use them. In other words, the first place must be given to the personal equation of the teacher, while methods and devices play a subordinate part."¹

Though his conclusions were negative, and hence of but little immediate value, his accomplishment is noteworthy, for he awakened the interest of educators and blazed a path for further surveys. It was, in fact, the commencement of a new era in the teaching of spelling.

The next notable investigation was that of O. P. Cornman,² who sought to determine the relative value of the drill and incidental methods of teaching spelling. He, too, furnished food for pedagogical thought as well as food for considerable controversy; for his conclusion that the incidental method is a distinct time-saver was not widely accepted. It was directly contradicted by J. E. Wallin in his report of the Cleveland, Ohio plan,³ in which the drill method predominated. "Teaching spelling exclusively by a well-organized drill, " said Wallin, "gives more satisfactory results than teaching it exclusively by the incidental method."⁴

¹ J. M. Rice, op. cit., p. 414.

² "Spelling in the Elementary School," 1902.

³ "Has the Drill Become Obsolescent?" Journal of Educational Psychology, 1 : 200 - 213.

⁴ Ibid., p. 205.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The document further states that regular audits are necessary to verify the accuracy of these records and to identify any discrepancies or errors. It also mentions that proper record-keeping is essential for tax purposes and for providing a clear picture of the company's financial health to stakeholders.

The second part of the document outlines the procedures for handling customer orders and inquiries. It stresses the need for prompt and courteous service to all customers, regardless of the size of their order. The document provides a step-by-step guide for processing orders, from initial contact to delivery and follow-up. It also includes a section on how to handle complaints and returns, emphasizing the importance of listening to the customer's concerns and resolving them as quickly as possible. The document concludes by stating that excellent customer service is a key factor in building a loyal and successful business.

Whatever may be the conclusion drawn from these two investigations, it is safe to say that there are few experienced elementary-grade teachers who would attempt to teach spelling without a certain amount of formal drill upon isolated words.

Since Dr. Rice first gave impetus to the scientific study of the methods of teaching spelling, numerous monographs and countless magazine articles have been written upon every phase of the subject. Unanimous indorsement of any one method has not, of course, resulted; but one thing has probably been attained: a widespread conviction among teachers "that method is an important factor in producing efficiency in spelling - that spelling is a subject that can be taught, and that there are right and wrong methods of teaching it."

Numerous, too, have been the scientific explorations of the field of spelling material. The majority have had a common object: the determination of a spelling vocabulary suited to the needs of the average adult. Some have gone beyond this in an attempt to segregate the words likely to be needed by an individual at the various stages of his journey to adulthood. Notable among the latter is W. F. Jones,² who has made a detailed report of a concrete study of the words used by children in the several elementary grades.

In the field of vocabulary research L. P. Ayres was the pioneer. In 1913 he conducted his first investigation,³ his purpose being, as he states, "to find out whether or not there exists a fairly definite

¹ W. F. Tidyman, "The Teaching of Spelling," p. 133.

² "Concrete Investigation of the Material of English Spelling," 1914.

³ "The Spelling Vocabularies of Personal and Business Letters," 1913.

body of words so generally used in ordinary correspondence that they should form the core or basis of the spelling vocabulary taught in the lower grades of our elementary schools." ¹ From the schoolroom standpoint the outcome of this inquiry was not particularly helpful. In his review of vocabulary investigations, ² Ernest Horn says: "No final conclusion was drawn from it because the study was too limited in scope. The chief importance of this study lies in the fact that it was a pioneer investigation. No other single study has been so influential in creating an interest in research for determining the word list in spelling." ³

Many other investigations (too numerous to mention) of the writing vocabularies of children and of adults have since been made with this ultimate purpose: the formation of a minimum list of words for school drill which will satisfy the writing needs of the average individual after he leaves school. Though much has been accomplished, it must be admitted that there is scope for further investigation. In a survey of recent classroom experiments, reported in the Fourth Yearbook of the Department of Superintendence, we learn that "in their independent attempts to determine what words children should be taught to spell, investigators provide vocabularies that show an average agreement, one with another, of about 50 per cent. Although this percentage may seem small for a field in which material is as definite, and, to all appearances, as determinable as in spelling, nevertheless it represents a large advance over the spelling

¹ L. P. Ayres, op. cit., p. 3.

² Third Yearbook, Department of Superintendence, 1925, pp. 110-152.

³ Ibid., p. 114.

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determination of the pre-scientific period, and is probably not surpassed in the curriculum-making for any other subject."¹

As to the number of words which should be included in the course of study in spelling for the elementary school, there is an equal difference of opinion. "Very few, however, would recommend less than three thousand words."²

The goal of spelling instruction. - Spelling for itself alone is a thing of the past. However much pedagogical opinion may differ on the details, modern educators are practically of one mind concerning the aim of all spelling instruction, namely: the writing mastery of essential words. "Fewer words and more drill" is, in spirit at least, the slogan today.

Spelling mechanics. - To fix in the pupil's mind the letters of a given word in their proper order is the central problem of all spelling instruction and the immediate aim of each spelling lesson; but teaching-technique should extend beyond this. It should lead upward by well-graded steps to two ultimate goals:

1. The establishment of a spelling sense, or "spelling consciousness."
2. The acquisition of independent power to solve new spelling difficulties.

It is an old saying that all a person needs in order to spell correctly is a conscience and a dictionary, and there is some truth in it; for spelling is an indefinite subject at best and, however great one's basic knowledge may be, mastery cannot be attained

¹ Fourth Yearbook, Department of Superintendence, F. E. Lewis, Chairman, 1926, pp. 126 - 172.

² Fourth Yearbook, op. cit., p. 170.

without considerable effort. As an impetus to effort and, indirectly, as a means of prevention of spelling errors, there is, indeed, no greater asset than a desire or feeling of duty to spell correctly - a "spelling conscience," as it is technically termed. But the mere desire to spell correctly, even with the support of an unbreakable "dictionary habit", will not prevent the making of a spelling error if one is unconscious of the fact that he is making it. Hence, for the detection and prevention of errors a "spelling consciousness" - that is, an awareness of one's own knowledge or lack of knowledge - is a prime requisite. Fortified by this consciousness, a person knows when he knows how to spell and when he does not - an essential base of defense against misspellings.

Independent power to solve one's spelling difficulties necessarily involves the possession of a spelling consciousness as a basis, but it involves considerably more; for a child may recognize that he does not know how to spell a word and yet not know how to obtain the necessary knowledge unaided. For the attainment of independent power to help himself, he will need some degree of skill in word analysis and in the application of certain spelling rules; and, in addition, he must know how to make intelligent use of the dictionary.

Spelling consciousness and independent power are not the only requisites for the good speller, it is true. Mastery of a certain number of the most common words of the language is, of course, indispensable to the attainment of facility in written expression of thought. Specified grade lists should, therefore, have a prominent place in the spelling curriculum. There is, however, danger of over-emphasis upon the mastery of these lists. If the time allotted to

The first part of the report deals with the general situation of the country and the position of the various groups of the population. It is followed by a detailed description of the various districts and the results of the various investigations. The last part of the report contains the conclusions and the recommendations of the committee.

The committee has found that the situation in the country is generally satisfactory, but that there are still some points which need to be improved. The committee has recommended that the government should take the following measures:

1. To improve the system of taxation.
2. To improve the system of justice.
3. To improve the system of education.
4. To improve the system of health.
5. To improve the system of transport.

The committee has also recommended that the government should take the following measures:

1. To improve the system of agriculture.
2. To improve the system of industry.
3. To improve the system of commerce.
4. To improve the system of finance.
5. To improve the system of public works.

The committee has also recommended that the government should take the following measures:

1. To improve the system of housing.
2. To improve the system of social services.
3. To improve the system of public safety.
4. To improve the system of public order.
5. To improve the system of public health.

The committee has also recommended that the government should take the following measures:

1. To improve the system of public education.
2. To improve the system of public health.
3. To improve the system of public safety.
4. To improve the system of public order.
5. To improve the system of public health.

spelling is insufficient for the doing of two things well, the outcome is likely to be an undue interest on the part of the teacher in immediate results, to the neglect of broader aims. Lacking the support of a basic spelling intelligence to build upon, she is forced to place sole reliance upon mere rote memory - a teaching procedure which may lead to disaster to the pupil whose rote memory is particularly weak. Such a child, when confronted with a difficult word, is likely to meet the issue with a pi-like jumbling of letters, from which he is unable to extricate himself without the aid of a spelling consciousness.

To awaken and foster a spelling consciousness, or spelling sense, takes time. With this in mind the curriculum-maker should aim for two things:

1. Short lists of required words.
2. Preliminary development of a spelling sense, in power adequate to cope with these words.

In the case of grade lists, limitation of time should lead logically to limitation of content. From the standpoint of quantity, they should contain only the words usual to the vocabulary of the average child of the particular grade. To provide for individual needs beyond this point the child should, in addition, be trained to satisfy his peculiar requirements through independent research. This independent power involves familiarity with basic spelling principles, gained through practice in the spelling (1) of phonetic words; (2) of words containing prefixes and suffixes; (3) of derivative words. Through the last type of practice he should acquire a working knowledge of some few fundamental rules for the

The first part of the paper discusses the importance of maintaining accurate records of all transactions. It is essential for the business to have a clear and concise record of all income and expenses. This will allow the business to track its financial performance over time and identify areas for improvement. The second part of the paper discusses the importance of maintaining accurate records of all assets and liabilities. This will allow the business to track its net worth over time and identify areas for improvement. The third part of the paper discusses the importance of maintaining accurate records of all debts and obligations. This will allow the business to track its financial obligations over time and identify areas for improvement. The fourth part of the paper discusses the importance of maintaining accurate records of all taxes and other legal obligations. This will allow the business to track its financial obligations over time and identify areas for improvement. The fifth part of the paper discusses the importance of maintaining accurate records of all other financial information. This will allow the business to track its financial performance over time and identify areas for improvement.

formation of derivatives.

To admit of sufficient time for the development of a spelling consciousness, formal drill upon specific words should be postponed, in the first three grades at least, until the pupil has been made sufficiently acquainted with the basic principles involved in the specific words. The difficulties which are to be encountered in the study of isolated unrelated words should be anticipated and meliorated by a carefully planned course in spelling of orthographically related words - arranged in groups for the purpose of bringing home to the learner, through the inductive method, the necessary fundamental principles. Many, perhaps most, of the words specified for memorization will be met with in these groups, and their mastery will be so much the easier for this previous acquaintance. Words which deviate from the principles learned may then be approached with some degree of analytical power - a distinct aid to the recognition of differences and a consequent help in impressing the irregular form.

This anticipatory preview of the ground to be traversed in the formal lists has a twofold purpose: primarily, to broaden the mental scope as a basis for intelligent study; secondarily, to provide preparatory practice in the spelling of words which must later be mastered.

In the first and second grades, preliminary practice in the spelling of purely phonetic monosyllabic words, grouped according to similarities, will probably be sufficient. By the close of the second school year the child should have considerable knowledge of all the fundamental phonetic elements, gained through the experience of



writing words containing them. Through the same group method of presentation in succeeding grades a working knowledge of prefixes and suffixes should be obtained and a few of the rules for the formation of derivatives be inductively taught.

It is contended by theorists that practice in phonetic spelling is more of a hindrance than a help. In this connection Suzzallo¹ says: "All phonetic methods....rely upon giving the child ability to convert the elements of sound into letters or groups of letters which symbolize them.... In varying degree they have a common strength and a common weakness...." Their chief defect (and, apparently, in his opinion, an insurmountable one) arises, he avers, from the inadequacy of the English alphabet. "The limited alphabet with which we write the English language has not so many distinct symbols as sounds.... A sound may sometimes be expressed by one letter, sometimes by another, sometimes by two or three letters.... All these possibilities decrease the efficiency of any method which aims to give the child the order of letters from the order of sounds. This difficulty enforces the need of depending on visualization and the muscular memory which comes through writing words."²

No experienced teacher would be likely to assert that practice in phonetic spelling solely is sufficient for all spelling purposes. Concentrated drill upon the individual members of a phonetic group, as members of the group, is, doubtless, undesirable. Only such amount should be provided as is sufficient to broaden the mental outlook and to form a basis for later intelligent analysis of the words

¹ Henry Suzzallo, "The Teaching of Spelling," pp. 69 - 70.

² Henry Suzzallo, op. cit., p. 70.

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to be met with in the lists assigned for mastery.

The word-lists are almost invariably selected by curriculum-makers on the basis of the child's present or early future need for them in his written work. They are usually presented to the teacher in their alphabetical order, no regard being given, in their arrangement, to phonetic constituents or to degree of difficulty from the spelling standpoint. All too often the teacher, in her turn, introduces them to the child in the same alphabetical order and with an equal disregard for spelling difficulty and for the laws of association by similarity or difference which would help to smooth the spelling pathway.

All too frequently, also, does the teacher begin her teaching of the words assigned to her grade before the child has been given the necessary spelling background through preliminary study of phonetic groups. Hence, with no spelling consciousness as a guide, the young learner is left stranded in the middle of an uncharted sea of heterogeneous words, devoid of the skill, which experience would give him, to steer his course among them.

A simple illustration of the child's early need of a phonetic background is his first attempt at the spelling of the word girl, which almost always makes its first appearance upon his paper in the distorted form of "gril." This general misspelling of the word is due to the fact that his early need for it usually precedes his introduction to the complex vowel element ir, which it contains; and he is thus compelled to rely solely upon rote memory of its letter-order. As the child is devoid of the power of association with sound as a fixative, there is no certainty that his memory will not

*1. pupil's visualization
also at fault.*

fail him; and he is apt to repeat his original misspelling until, through definite study of the unfamiliar sound element and of the particular symbol which represents it, he is brought to realize its incorrectness and, in this case, the absurdity of its form. What is true of the simple word girl is true in still greater degree in regard to longer and more complex words: Association of letters with sounds is indispensable to the strengthening of the memory of the letter-order, for all words contain the element of sound to some extent; hence, experience in phonetic spelling will be a helpful guide in some measure at least. But this experience must be obtained at first hand by the pupil through direct personal contact with phonetically spelled words - the mere "say-so" of the teacher is not enough.

"No thought, no idea," says Dewey,¹ "can possibly be conveyed as an idea from one person to another.... The initial stage of that developing experience which is called thinking is experience.... What is here insisted upon is the necessity of an actual empirical situation as the initiating phase of thought.... The fallacy consists in supposing that we can begin with ready-made subject-matter of arithmetic, or geography, or whatever, irrespective of some direct personal experience of a situation. Even the kindergarten and Montessori techniques are so anxious to get at intellectual distinctions, without 'waste of time' that they tend to ignore - or reduce - the immediate crude handling of the familiar material of experience, and to introduce pupils at once to material which expresses the intellectual distinctions which adults have made....

"In colloquial speech, the phrase a 'realizing sense' is used to

¹ John Dewey, op. cit., p. 188.

express the urgency, warmth and intimacy of a direct experience in contrast with the remote, pallid and coldly detached quality of a representative experience.... With the subject-matter of primary education the demand for the available background of direct experience is most obvious, but the principle applies to the primary or elementary phase of every subject. The first and basic function of laboratory work, for example in a high school or college in a new field, is to familiarize the student at first hand with a certain range of facts and problems - to give him a "feeling" for them.... In brief, the function of knowledge is to make one experience freely available in other experiences."

Knowledge of fundamental principles of spelling, gained through experience, are necessary as a basis; but, in the last analysis, specific words, whether purely phonetic or entirely irregular, must be studied specifically. Too great reliance upon the study of fundamental principles to the exclusion of specific drill is a mistake; but too much concentration upon the mere order of letters at the expense of the principles is a greater fault. In the field of spelling, teaching-technique of this nature has, in the opinion of the writer, become all too existent, in Boston elementary schools at least, since the advent of prescribed lists. Based upon her observation of teaching procedure in an appreciable number of primary and grammar grade classrooms, she has reached the conclusion that scientifically determined spelling lists are in present need of the vitalizing breath of intelligent presentation.

Causes of error. - "Make haste slowly," should be the motto of the spelling teacher. Its observance, more than any other one thing

will reduce misspelling to a minimum. "Today," says Suzzallo,¹ "teaching in spelling aims to get rid of error by anticipating and preventing it through a watchful supervision of first impressions and associations. This is the significance of the shortened assignment lists, the elaborate development of the meaning and form of words, and the multiplicity of devices for interesting the child in the right observation and use of words." Errors due to failure to form definite bonds is attributable in large measure to faulty presentation on the part of the teacher. A considerable proportion of the spelling errors of school-children is due to mere carelessness. This may be materially reduced by the cultivation of pupil pride in correct spelling - a "spelling conscience," as it is called.

Specific methods of teaching. - It is true today as when Dr. Rice drew his conclusion, that no one method of instruction can be singled out as "best." There are a number of useful methods, success in their use being largely dependent upon the individual teacher's skill. The efficacy of oral spelling as a teaching factor is frequently doubted. Some believe in syllabication, many do not. The use of rules is advocated by some educators and condemned by others. The teacher will, perhaps, be most successful who sails a middle course, in which she makes some use of a variety of methods and overemphasizes none.

Improvement of pupil spelling. - Lack of interest in the subject is one of the main causes of poor spelling. In this regard, L. S. Hollingsworth² says: "Some poor spellers are lacking merely in interest and application. The ability to form bonds is present, but

¹ Henry Suzzallo, op. cit., p. 9.

² "The Psychology of Special Disability in Spelling," p. 97.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend of increasing activity over time.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document concludes the study. It summarizes the main findings and provides a final statement on the importance of the research.

motivation is lacking.... When devices to make learning interesting and 'worth-while' are employed, and when rewards of value to the child are offered, these poor spellers improve rapidly."

According to Professor Thorndike, "pupils will progress much faster if they approach work with needs which its accomplishment provides. The general principle of modern educational theory is that school tasks must be significant at the time to those doing them - that a pupil must have some aim in work to give his work meaning."

"Under older methods," says Dr. Suzzallo,¹ "the child did not feel any direct relation to the word.... The extrinsic worth of spelling to the child was not fundamental; it did not refer to his permanent ability to express himself.... When spelling instruction becomes more systematic, words outside the child's active vocabulary are not directly imposed. They are brought in indirectly. He is given the experience that bring the new terms into his life as appropriate symbols for his new thoughts, feelings and needs. He is stimulated to speak of these new pilgrimages into knowledge and to write of them. Then the spelling of a word that was very strange yesterday is no dull task; it is the acquisition of a technique, as necessary from the child's standpoint as from the adult's."

To secure better spelling the teacher must not neglect habit formation. "She must seek to develop in each child a spelling consciousness, or ability to detect errors, and a spelling conscience which will not permit him to pass by a misspelled word."²

Teaching technique for development of independent power. - No

¹ Henry Suzzallo, op. cit., p. 11.

² H. C. Pryor and M. S. Pittman, op. cit., p. x.

minimum list of words, however well-chosen will completely satisfy the needs of the individual child. Often in his spontaneous writing he will want to use a word whose spelling is unfamiliar. Guessing should be strongly discouraged. The teacher, mindful of the psychological principle that prevention is better than correction, should see to it that the pupil makes the correct response every time.

"Never suffer an exception to occur till the new habit is securely rooted in your life," counsels Professor James.¹ "Each lapse is like the letting fall of a ball of string which one is carefully winding up; a single slip undoes more than a great many turns will wind again."

The teacher's duty, therefore, extends far beyond the mere teaching of a certain list of words to her pupils. She should, in addition, (1) develop in them the power to satisfy their own spelling needs through independent research; (2) prevent them from falling into the dangerous habit of guessing at unfamiliar spellings by furnishing them easy access to the needed information; (3) insist upon their unfailing resort to it whenever in doubt.

The development of complete independence cannot, of course, be accomplished in a day; but the teacher should keep this goal before her from the very beginning of the child's spelling career, and, when the hour is ripe, be prepared to furnish him opportunity for original expression of thought through the medium of carefully planned simple exercises involving some independent research in the spelling field.

Two types of learning activity contribute materially to the

¹ William James, "Talks to Teachers," p. 67.

growth of skill in the mechanics of written expression:

1. Mastery of the spelling of common words.
2. Practice in the use of the dictionary for purposes of reference.

Spelling mastery will be expedited and made easier if preceded or accompanied by practice in the spelling of phonetic words. This should be followed by the study of groups of words containing common prefixes or suffixes and later by groups which show how common derivatives are formed. In addition, there should be a limited study and application of the simplest spelling rules.

Cultivation of the power of self-direction, or self-help, may be further promoted by graded exercises in the use of the dictionary. Preparation for its use may well be begun in the first primary grade by the teaching of the alphabet, the knowledge of letter sequence thus gained being put into practice in the second and succeeding grades through the medium of exercises involving the arrangement in alphabetical order of lists of words presented in indiscriminate order. Commencing in the second grade with two-letter words, demanding attention to the initial letter only, practice of a similar nature, though of increasing complexity, should be continued through the third and a part of the fourth years. This preparatory practice should be succeeded in the latter part of the fourth year by graded exercises in finding words in the dictionary itself; and should culminate in the fifth grade in spontaneous research for the satisfaction of actual needs, both for spellings and for meanings.

In the primary grades, however, practical application of the

skill obtained through exercises in alphabetical arrangement should be confined to the use of a vocabulary of words intended for spelling purposes exclusively. This list of words should comprise considerably more than the words in ordinary use by the average child of primary school age. Provision should also be made in it for the additional requirements of the child of superior language ability.

For the prevention as well as for the correction of spelling errors, the freest possible use of the vocabulary should be allowed by the teacher, and even insisted upon whenever the correct form is in doubt. It should be the daily companion of the third grade pupil just entering upon the subject of written composition; and, as a source of "ready reference" for correction of spelling errors, it may even be used with profit by bright children of the second grade.

As a means of self-help the vocabulary habit may be as valuable to the primary school student of spelling as the "dictionary habit" is to the students of maturer age.

Training in the use of the dictionary itself is usually confined to the lower grammar grades. It should be carefully graded and logically developed step by step. After the pupils have learned to find words whose spelling is familiar, they should be taught how to find words whose spelling is doubtful. Then should come practice in finding pronunciations. Search for meanings is the final step.

In the estimation of Henry Suzzallo,¹ the establishment of the "dictionary habit" so called, is an indispensable element in the

¹ "The Teaching of Spelling," p. 91.

process of development of spelling independence. He says: "Training children to a competent and ready use of the dictionary and fixing the habit of consulting it, is one of the school's main duties. The dictionary will take the place of teacher and spelling-book, once the child has left school.... The emphasis upon the right use of the dictionary cannot be too great, particularly in the upper elementary grades." Formal instruction in its use, however, should not be necessary in the higher grades if there has been intelligent, careful teaching in the grades below.

Spelling textbooks. - With the rapid advance of the scientific attitude toward spelling as a school subject, came an equally rapid decline in prestige of the old type of spelling textbook. Almost immediately after Dr. Rice's appearance above the educational horizon, Webster's old "Blue Back Speller," which had maintained an exalted place in the teacher's esteem for the better part of a century, completely lost its popularity. Today its sole use, from the pedagogical standpoint, is as a fitting illustration of what a spelling-book ought not to be. Like the majority of spellers of its time, it was of the "logical" type, so called because of its arrangement according to number of syllables. Logical it might be, psychological it certainly was not; for it wholly disregarded the needs of the learner, probability of use, and the laws of association. As one would expect, this type of textbook is now obsolete.

The "phonetic" type of speller gets its name from its arrangement according to sound. Like the logical type, it makes no attempt to teach the meaning and use of words. It is unlike it, however, in that it has good points. It is usually composed of words that are

familiar to the child, and is a pleasant means for rapid drill, as it appeals to the child's sense of ^hrythm and interest in similarities. it is also valuable because it gives him a broad view of the field of spelling; hence it furnishes an intelligent basis for analysis of the words singled out by list-makers for special drill.

The third and most popular type of textbook is the "psychological" or "language teaching" type. It is based on associated ideas; hence in it the words are presented in a meaningful way. Stimulation of written expression is a leading aim in this type of book. There is danger, however, that attention to the thought element may be carried too far, thus diverting attention from the order of letters in the word, which is, after all, the main factor of spelling. The meaning and use of the word should, of course, be taught, but this should be supplemented by undiv^{id}~~ed~~ attention to its spelling and by a sufficient amount of drill to make automatic the placing of its letters in correct order.

There are still other books of a mixed type, partaking in a degree of the three types mentioned. Then there are others which feature testing and drill upon the words which results show need study. Some few emphasize similarities and differences; and there are others of a less pronounced type. As to just which is the best, it is hard to say; for the relative value of the different types has not been scientifically determined. It is probable that most practical teachers would prefer a mixed type in which some use is made of all or most of the features mentioned.

Standard for measurement of textbook values. - In estimating the



value of a spelling textbook, primary consideration should be given to the words selected for study. Only those should be included which are already, or soon will be, in the vocabulary of the children of the grade for which the book is designed.

Its arrangement, too, is of importance. It should be graded according to needs, and, in addition, should be interesting and attractive to a degree that will stimulate the child's voluntary attention. Instead of the usual unrelated sentence type of dictation material, the words, in the lower grades at least, should be skilfully woven into the form of little articles or stories which appeal to the child's life interests. Suitable illustrations, not too restricted in number, will also do much toward vitalizing the subject. Suzzallo says in his valuable book on the teaching of spelling: "The textbook in spelling cannot provide objective demonstration effectively, and it rarely offers an adequate substitute in the form of pictures. It is somewhat curious that the illustration, which is the textbook writer's substitute for objective work in all the other school subjects, should be used so slightly in spellers, at least through the first few grades.... Pictures could be used with effectiveness here exactly as they are in readers and language books.... In time we may hope for illustrated spellers."

For reasons previously set forth in detail, phonetic spelling should have an important place in a pedagogically sound spelling textbook. Words, arranged in groups containing a common phonetic element, should be provided in quantity sufficient to admit of mastery of elementary sounds by the end of the third year. In the third grade sections, common prefixes and suffixes and the simpler

¹ "A Guide to the Teaching of Spelling," p. 53.

derivatives should be presented. Skillful grouping together of derivative words with their root words will, by the inductive process, familiarize the little student with the most necessary spelling rules.

Lists of common words, essential to the immediate needs of the pupils of the several grades and arrived at by study of a number of the most reliable lists determined upon by scientific investigation, should play a leading role. The method of drill upon these words in isolation should be thoughtfully planned, and their order of presentation should be based, to some extent at least, on psychological principles. For example, in grouping the words, observance of the law of association by similarity or by difference will help in many cases to impress the order of the letters.

The illustrations, an important feature, should be abundant - in fact, one for each exercise if cost does not forbid. They should pertain to as many as possible of the words of the lesson and should be of the thought-provoking, not of the ornamental, type. They will then furnish motivation for immediate use of the words in written expression - from the standpoint of the psychologist, a very necessary step in the process of learning to spell. On this point William Pyle¹ says: "A skill should not be acquired until near the time for its use." Thorndike states the same principle in a somewhat different way. He says:² "There is a general principle of modern educational theory that school tasks must be significant at the time to those doing them - a pupil must have some aim in work to give his

¹ "The Psychology of Learning," p. 87.

² Edward L. Thorndike, op. cit., p. 214.

work meaning." No spelling exercise, therefore, should be considered complete until the pupils have put the words studied to practical use in spontaneously written sentences. This applies even to the first grade where the writing of a single simple sentence each day will suffice to bring home to the child the fact that spelling is not a mere "dead thing apart." "Motivation," Pryor and Pittman¹ tell us, "is another word for interest.... As applied to spelling, motivation means to make spelling appeal to the child's practical nature, to make him see that the subject has a value in everyday life."

This early use of written composition as a means of impressing the spelling of specific words entails the necessity for a spelling vocabulary as a source of supply when the child's limited stock of words are insufficient for his needs. To preclude the danger of guessing, it is essential that the child be enabled to find the desired word with a minimum of effort; hence the vocabulary should be within immediate reach - that is, within the covers of the spelling-book itself, preferably at its very end.

A suggested spelling textbook for primary grades embodying the above standards. - How to cultivate the child's power of self-help has been my thesis. Its embodiment is presented in the accompanying pages in the form of a spelling textbook for the primary school. It is the culmination of a long teaching experience in the first three grades, and comprises material which has been assembled and put into practice in the classroom.

The plan and scope of the book is set forth in detail in the

¹ "A Guide to the Teaching of Spelling," p. 29.

preface and in the numerous introductions to the various sections. In addition, there are frequent suggestions to both teacher and pupil in regard to the method of use of its material.

Some explanation of the method of selection of the vocabulary presented for purposes of reference is, perhaps, necessary to a complete understanding of its contents. This list of words is not, in its entirety, the result of scientific investigation. It does, however, embrace all the words of the Minimum Lists of the first three grades, which lists are the outcome of investigations (extending over a number of years) in all the lower grade classes of a large public-school system. The selection of the many additional words contained in it has had its basis in the author's own teaching experience in all primary grades. It embraces, in the aggregate, all the words which, in her opinion, the primary school pupil of superior language ability will be likely to need in the course of his written language work.

The book is designed for use in the first three grades. It is, therefore, divided into three sections, each section comprising the material selected for study during the corresponding school year. Though its primary aim is the promotion of efficiency in the field of spelling, intelligent, systematic use of its contents will necessarily result in increase of skill in the mechanics of reading and of written language.

Reading.

In all methods of teaching reading, development of the power of quick, unaided word-recognition is a primary objective. Means

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1801. It is a very important document, as it contains the President's first message to the Congress.

2. The second part of the document is a letter from the President to the Congress, dated January 10, 1801. It is also a very important document, as it contains the President's second message to the Congress.

3. The third part of the document is a letter from the President to the Congress, dated January 17, 1801. It is also a very important document, as it contains the President's third message to the Congress.

4. The fourth part of the document is a letter from the President to the Congress, dated January 24, 1801. It is also a very important document, as it contains the President's fourth message to the Congress.

5. The fifth part of the document is a letter from the President to the Congress, dated January 31, 1801. It is also a very important document, as it contains the President's fifth message to the Congress.

6. The sixth part of the document is a letter from the President to the Congress, dated February 7, 1801. It is also a very important document, as it contains the President's sixth message to the Congress.

7. The seventh part of the document is a letter from the President to the Congress, dated February 14, 1801. It is also a very important document, as it contains the President's seventh message to the Congress.

8. The eighth part of the document is a letter from the President to the Congress, dated February 21, 1801. It is also a very important document, as it contains the President's eighth message to the Congress.

9. The ninth part of the document is a letter from the President to the Congress, dated February 28, 1801. It is also a very important document, as it contains the President's ninth message to the Congress.

for steady acquisitionⁱ of this power is provided in each of the three main sections. With the assistance of a fair degree of teaching-technique and an adequate amount of drill in rapid reading of the abundant material contained in the various groups of phonetic and derivative words, there will be steady rapid growth in reading power and a relative growth in fluency and in ability to read with understanding.

Written Language.

In each of the three sections set apart for special study of the essential words of the child's writing vocabulary, opportunity is given for repeated use of the words in connected sentences. These sentences are presented in the form of little stories or sketches, which appeal to the life interests of children of primary-school age. Though they are primarily intended to serve as media for the promotion of spelling accuracy, they are of equal importance from the standpoint of written language, for they provide extensive practice in the use of many of the fundamental written language forms. Through the writing of these little exercises, the child is familiarized with all the uses of the period and question-mark, with some of the uses of the apostrophe, and with the use of the single margin.

Spelling.

From the spelling standpoint the book has three objectives. Its direct aim is the promotion of ability to spell correctly the words which the average child of primary-school age has, or is likely soon to have, occasion to use in writing. It has, in addition, two ultimate objects:

1. The development of a spelling consciousness, or awareness of one's own ability, or lack of ability, to spell a given word.

2. The establishment of independent power to solve new spelling difficulties.

The development of a spelling consciousness is coincident with growth in knowledge of the phonetic elements and spelling principles. Before it can reach its full maturity, however, it must be strengthened by ability to spell correctly the individual essential words of the language. This general knowledge is possible of some degree of attainment in the lower grades through a comprehensive study of the word-groups provided in the sections entitled "Phonetic Words" and "Derivatives." Through concentrated drill upon the words contained in the "Specific Words" section, the necessary specific ability will be acquired to some extent.

Independent power in the spelling field necessarily involves spelling consciousness, but it involves, in addition, the ability to seek and to obtain for oneself the correct spelling of unfamiliar words. This spelling-need is satisfied in the higher grades by direct recourse to the dictionary. In the lower grades a mere word-list will suffice, provided it is of sufficient comprehensiveness to satisfy the possible needs of the average child. For this purpose a spelling vocabulary of about 3500 of the most common words is provided at the close of the book.

For the intelligent use of this vocabulary the child will require systematic training. For this purpose and as preparation for later use of the dictionary itself, exercises in the alphabetical arrangement of words, increasing gradually in complexity, are included in each main section, commencing with the first.

S U M M A R Y

1. There has been a radical change in pedagogical attitude toward spelling. In the past, spelling proficiency was viewed as something desirable for itself alone - and an end in itself. The modern attitude is just the reverse. It is now looked upon as a mere tool, valuable only for the practical use which can be made of it.

2. There has been an equally marked change in the educational aim and spirit of spelling instruction. In the past, a classroom exercise in spelling was a mere test of the pupil's ability gained through independent study. Today its primary function is to teach. Through anticipation of spelling difficulties the teacher seeks to point out the pitfalls and to prepare the child to avoid them.

3. Change in aim and improvement in method was the direct result of scientific investigation. By the same means the material to be taught is being determined upon. It is now the general pedagogical belief that the spelling vocabulary taught in the grades should be limited to the essential words of the language. To meet this standard, various experiments, both in and out of the classroom, have been conducted for the purpose of arriving at a minimum list of words which will satisfy the writing needs of the average adult. The object is to reduce the quantity and thereby improve the quality of classroom spelling. Complete writing mastery of the essential words only is the central problem of modern spelling instruction.

Introduction

The purpose of this study is to investigate the effects of various factors on the growth and development of the human body. The study is designed to provide a comprehensive overview of the physical and physiological changes that occur during the human life cycle, from birth to old age. The research is based on a review of the existing literature and the results of a series of experiments conducted over a period of several years. The findings of the study are presented in a series of chapters, each dealing with a different aspect of human growth and development. The first chapter discusses the general principles of growth and development, while the subsequent chapters focus on specific areas such as the skeletal system, the muscular system, and the endocrine system. The study is intended to provide a valuable resource for researchers and students alike, and to contribute to our understanding of the human body and its development.

4. The teacher's immediate aim in the spelling lesson is to fix in the pupil's mind the letters of specific words in their proper order. In all her teaching she should, however, have two ultimate goals before her.

a. The establishment of a spelling consciousness, which will enable the pupil to detect his own errors.

b. The acquisition by the pupil of independent power to solve new spelling difficulties.

5. To develop a spelling consciousness the teacher should hold the pupils to a high measure of responsibility for prevention and correction of error. She should endeavor to have the correct bond made each time and should never permit an exception until the correct spelling is firmly fixed. As an aid to the prevention of error she should provide the child free access to a spelling vocabulary or dictionary, and should insist that he consult it in every case of doubt. She should also insist that he consult it when he has made an error and, in addition, should see that he then write the word correctly.

6. Cultivation of independent power on the part of the pupil is the direct result of correct methods of teaching. The pupil's spelling sense must first be awakened and developed through study and mastery of the fundamental principles of spelling. In addition, the child must be given a permanent fund of essential words through repeated drill. At the same time he must be trained in the skillful use of a spelling vocabulary and later of the dictionary, which will give him the power to help himself. Lastly,

1. The first part of the report deals with the general situation of the country and the position of the various groups of the population. It is a very general and superficial treatment of the subject, but it gives a good impression of the general state of affairs.

2. The second part of the report deals with the economic situation of the country. It is a very detailed and thorough treatment of the subject, and it gives a good impression of the general state of affairs.

3. The third part of the report deals with the social situation of the country. It is a very detailed and thorough treatment of the subject, and it gives a good impression of the general state of affairs.

4. The fourth part of the report deals with the political situation of the country. It is a very detailed and thorough treatment of the subject, and it gives a good impression of the general state of affairs.

5. The fifth part of the report deals with the cultural situation of the country. It is a very detailed and thorough treatment of the subject, and it gives a good impression of the general state of affairs.

and of no less importance, the teacher must strive constantly to cultivate the child's spelling conscience, or spelling pride, so that he will desire to spell correctly and will make the best possible use of his opportunities for self-help.

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S T E P B Y S T E P
T H R O U G H W O R D L A N D

TO THE GATES
OF THE
LAND OF COMPOSITION

A PHONETIC WORD STUDY
AND
MINIMUM LIST SPELLING BOOK

By
Anna J. O'Brien



PREFACE

"Step by step
We reach the goal."

This is not a mere spelling-book. It is that and something more.

To guide the footsteps of the little pupil, by easy stages, along the paths which lead to independence in Reading and in Spelling is its two-fold object.

READING

In all methods of teaching reading, development of the power of quick, unaided word-recognition is the first desideratum. As a means of ready acquisition of this power, intelligent, systematic drill upon the exercises dealing with

Phonetic words and Derivatives cannot fail to be productive of increased skill in word-recognition and in a relative growth in power to read with understanding.

SPELLING

No "royal road" to spelling is here presented. The complexities of English orthography preclude the attempt. By systematic presentation, however, much may be done to help light the pathway for the beginner and to smooth the road to final "mastery of the written word." For the attainment of this end, three steps are necessary:

1. Generalization.
2. Specialization.
3. Research.

To conform with this order, the material presented is arranged in sections:

PHONETIC WORDS and DERIVATIVES (Generalization)

Here is laid the foundation for intelligent approach to the special words selected for concentrated study.

SPECIFIC WORDS (Specialization)

By reducing to a minimum the number of words to be memorized in a given grade, the opportunity for impressing the correct form is proportionately increased.

VOCABULARY (Research)

For the young pupil just entering upon the subject of Written Composition an adequate means of ready reference for the sole purpose of spelling is of unquestionable advantage.

PHONETIC WORDS AND DERIVATIVES

The importance of preliminary study of the phonetic elements as an aid to word-recognition

is universally acknowledged. Its value as an aid to spelling is equally important.

The Specific Words of each grade are preceded by a carefully graded series of lessons which, in the aggregate, contain all phonetic words within the speaking, reading and writing vocabularies of the child of Primary School age.

SPECIFIC WORDS

The purpose of teaching spelling is to give to the pupil the ability to write without conscious effort such words as he has frequent occasion to use. The problem is, therefore, greatly simplified if the list to be taught in a given grade is wisely selected and the teaching effort concentrated on these words.

In 1914, with this object in view and under the guidance of the Director of the Department of

Educational Investigation and Measurement of the Boston Public Schools, a tentative Minimum List for each grade was prepared through the co-operation of representative teachers in each of the seventy elementary school districts of Boston. Copies of these lists were sent to each teacher with instructions to place particular emphasis on the teaching of the words designated for her grade. By the processes of elimination and addition, revisions were made from year to year until the final lists were obtained.

The Minimum Lists selected for the first three grades are contained in this book. Each list consists of the words which "every child in the given grade ought to know how to spell at the close of the year's work."

To fix the spelling of these words more firmly, and to give necessary practice in punctuation

and capitalization, the list for each grade is followed by a series of sentences in which the words of that grade and preceding grades are involved. Every word has been used once, the more common words many times. These sentences are intended for dictation and copying exercises.

VOCABULARY

Spelling is of importance only as a medium of thought expression. The most effective method of fixing the spelling of common words is to provide opportunity for repeated use in original written work. Composition of simple sentences should begin, therefore, as soon as the pupil, through copying and dictation exercises, has become familiar with the most frequently recurring words and with the first requisite technicalities of sentence-writing. The problem now will be to insure a high

standard of spelling accuracy by means which will not hinder development of free expression or waste time.

Mindful of the value of "first impressions," every precaution should be taken to prevent incorrect spelling of unfamiliar words. Guesswork should be discouraged. Correction of spelling errors should not be neglected. Hence arises the need for an easily accessible fund of information. The Vocabulary at the end of the book is designed to meet this need. With an increase of facility in its use will come increased freedom of expression; for, as the pupil gains confidence in his ability to "find what he wants when he wants it," there will be a relative decrease in danger of fixing attention on the mechanics of expression rather than upon the thought to be expressed.

PHONETIC ELEMENTS

b c d f g h j k l m n
p r s t v w x y z

(Note. The light letters are modifiers.)

ă	ā-e	ee	ew (ā)	ou	or
e	e-e	ēa	ew (ōo)	ow	ar
i	i-e	ēa	ai	ōw	ur
o	o-e	ōo	ay	au	er
u	u-e	ōo	oi	aw	ir
		oa	oy		

o

ck	sh	th	qu	çe	ġe	al	kn
ng	ch	th	ph	ci	gi	wa	wr
nk	tch	wh		cy	gy	wor	igh

BLENDS

br	gr				sn	scr
cr	pr	bl	gl	sc	sp	spr
dr	tr	cl	pl	sk	st	str
fr	tw	fl	sl	sm	sw	squ

— FIRST YEAR —

PHONETIC WORDS

FOREWORD

English is mainly phonetic. A relatively large proportion of the words of the language may be classified in groups on the basis of common phonetic elements. This is especially true of the simple words of the child's reading and writing vocabularies; hence mastery of both reading and spelling may be hastened and facilitated by intelligent study of systematically arranged phonetic groups.

Protracted drill upon the individual words of a group is not desirable, for, in the last analysis, specific words must be studied specifically. Only an amount of practice should be given sufficient to establish a basic knowledge of phonetic elements and phonetic principles through the inductive process, as a foundation on which to build.

As preparation for intelligent study of the Specific Words of the first year, however, it is essential that the child be given a thorough working knowledge of the phonetic elements included in the FIRST YEAR course. For this reason all the lessons in the first PHONETIC WORDS section should be completed before the study of the SPECIFIC WORDS section is commenced.

1



at	cat	hat	rat
bat	fat	mat	sat

2



an	fan	pan	Dan
can	man	ran	Nan

3



bad	had	lad	sad
-----	-----	-----	-----

1

FIRST YEAR

1



am

ham

jam

Sam

2



bag

rag

tag

wag

3



cap

nap

rap

lap

tap

sap

4



ax

as

wax

has

PHONETIC WORDS

3



get	met	pet	wet
let	net	set	yet



hen	pen	Ben
men	ten	den



bed	fed	red	Ned
-----	-----	-----	-----



beg	leg	keg	peg
-----	-----	-----	-----



in	win	sin
pin	fin	tin



it	hit	fit	sit
bit	lit	kit	pit

3

big	dig	fig	pig
-----	-----	-----	-----

4

dip	hip	lip	tip
nip	jip	sip	rip

PHONETIC WORDS

5

1

did

lid

bid

hid

kid

rid

2

dim

him

rim

Jim

3

fix

six

mix

4

is

his

1

hot	dot	not
got	pot	lot

2

cod	nod	rod
hod	pod	sod

3

dog	fog	log	hog
-----	-----	-----	-----

4

hop	mop	top	pop
-----	-----	-----	-----

1

cob

job

fob

rob

Bob

sob

2

ox

box

fox



1

but

cut

hut

nut

2

fun

gun

run

sun

3

bug

dug

rug

mug

hug

jug

4

up

us

rub

cup

tub

pup

cub

1

and

ant

act

ask

2

elf

elm

egg

end

3

he

be

she

me

we

the

4

go

no

so

1

caps	hens	pins	dogs	guns
cats	beds	pigs	logs	bugs
hats	pets	lips	dots	cups
fans	pegs	kids	Pods	tubs
ragS	legS	bitS	topS	matS

2

wagS	begS	digS	hopS	cutS
tagS	getS	sitS	popS	runS
tapS	setS	hitS	nodS	rubS
rapS	wetS	ripS	robS	humS
patS	letS	bidS	sobS	hugS

R E V I E W

1

an	on	up	if
am	ox	us	in
at			it
ax			is

2

and	imp	elf
ant	its	elm
act		end
ask		egg

1

bad	bed	big	Bob	bud
bag	beg	bit	bog	bug
bat	Ben	bid	box	but

2

cat	can		cup	cut
cap	cab		cub	cud

3

Dan	den	did	dug	dot
dad		dig		dog
		dim		
		dip		

1

fan	fed	fig	fun	fog
fat		fit		fox
		fix		

2

gas	get	got	gun
-----	-----	-----	-----

3

had	hop	hem	hug	hid
ham	hog	hen	hum	him
has	hot		hut	his
hat				hit

1

jam

Jim

jug

2

keg

kid

kit

3

lad

led

lid

log

lap

leg

lip

lot

let

lit

4

man

men

mix

mud

mat

met

mid

mug

1

nap

Ned

nod

Nan

net

not

2

pan

peg

pig

pod

pat

pen

pin

pot

pad

pet

pit

pop

3

rag

rim

rob

rub

ran

rip

rot

rug

rat

rid

rod

run

1

sad	set	sob	sun	sin
Sam		sod		sit
sap		sop		sip
sat				six

2

tag	ten	tin	tub	Tom
tan	Ted	tip	tug	top
tap		Tim		tot

3

wag	wet	win
wax	web	wig

4

yes	yet
-----	-----

SPECIFIC WORDS

ESSENTIAL WRITING TOOLS IN COMMON USE

FOREWORD

The sentences which follow are intended for dictation and copying exercises. They are based on the words of the Minimum List and a few additional words which are introduced for the purpose of lending variety to the sentences.

The written language forms involved are:

CAPITALS

1. At beginning of sentences.
2. Names of persons.
3. The pronoun I.

PUNCTUATION

Period at end of sentences.

MARGIN

Single, at the left.

MINIMUM LIST

(Arranged Alphabetically)

1. am	14. doll	26. is	38. on
2. and	15. fly	27. it	39. papa
3. are	16. fun	28. jump	40. play
4. at	17. girl	29. kitty	41. red
5. baby	18. go	30. like	42. run
6. big	19. good	31. little	43. see
7. book	20. has	32. man	44. she
8. boy	21. have	33. may	45. the
9. can	22. he	34. me	46. to
10. cat	23. his	35. my	47. up
11. cow	24. I	36. nest	48. we
12. do	25. in	37. not	49. will
13. dog			50. you

ADDITIONAL WORDS

1. be	3. hat	5. him	7. this
2. box	4. her	6. look	8. us

WORDS ARRANGED IN ORDER OF PRESENTATION
IN THE SENTENCES

1. cat	15. box	30. will	45. am
2. dog	16. it	31. jump	46. girl
3. man	17. he	32. and	47. can
4. I	18. boy	33. do	48. red
5. see	19. hat	34. not	49. cow
6. the	20. in	35. to	50. her
7. him	21. my	36. be	51. we
8. run	22. doll	37. good	52. are
9. is	23. she	38. me	53. us
10. his	24. look	39. up	54. little
11. big	25. book	40. fly	55. baby
12. has	26. at	41. go	56. papa
13. have	27. you	42. this	57. kitty
14. on	28. like	43. fun	58. nest
	29. may	44. play	

FIRST STEPS
IN
WRITTEN EXPRESSION

The writing mastery of essential words should be the aim of all spelling instruction. A spelling word can never be said to be mastered until used spontaneously in context. Contextual writing requires the use of written language forms - capitals, punctuation, etc. - hence the child's first knowledge of written expression must necessarily be obtained through observation and writing of sentences written by others.

Composition-writing involves three stages in the learning-process:

1. Copying.
2. Dictation.
3. Original expression.

The STORIETTES which follow provide material for the first two stages, the pictures provide the incentive for the third. As the illustrations accompanying each exercise are based on the new words contained in it, the original sentences inspired by these illustrations will necessarily involve the use of some or all of the new words, thus furnishing means for mastery by spontaneous use.

"Fewer words and more opportunity to use them," should be the slogan. The SPECIFIC WORDS sections of this book are designed to meet this standard.

—> STORIETTES FOR DICTATION <—

(Containing all the words of the Minimum List)

Illustration: Man with dog and cat.

1

a cat

a dog

a man

2

I see.

I see a cat.

I see a dog.

I see a man.

Illustration: Man - Large dog, running.

1

the cat

the dog

the man

2

him

run

See the dog.

See him run.

3

is

his

big

The man is big.

His dog is big.

Illustration: Man with dog.
Boy in box - cat on it.

1

has

have

I have a big cat.

The man has a dog.

2

on

box

it

The man has a box.

The cat is on it.

3

he

boy

in

A boy is in the box.

He has his hat on.

Illustration: Girl with large doll.
The doll holding a book.

1

my

doll

she

See my doll.

She is a big doll.

2

look

book

She has a book.

Look at it.

3

you

like

may

You like the book.

You may have it.

Illustration: Small boy with dog.
The dog jumping up.

1

will

jump

and

Look at my dog.

He will run and jump.

2

do

not

to

I like to run.

I do not like to jump.

3

be

good

me

Be a good dog.

Do not jump at me.

Illustration: Boy in swing, waving arms.
Girl watching him.

1

up

fly

go

Up, up I go.

See me fly.

2

this

fun

play

This is fun.

You may play.

3

am

girl

can

I am a girl.

I can not fly.

Illustration: Little boy and girl, watching cow.
The boy running toward the cow.

1

red

cow

her

See this red cow.

Do not run at her.

2

we

are

us

You are good to us.

We like you.

3

little

We are little.

You are big.

Illustration: Man near tree with baby in arms.
The baby holding a doll.
Nest in tree - cat looking up.

1

baby

papa

See papa and baby.

Baby has a doll.

2

kitty

Baby, see little kitty.

See her look up.

3

nest

Kitty can see the nest.

Do not jump up, kitty.

Illustration: Pond, with ducklings swimming.
Mother hen on bank, flapping wings.

THE LITTLE DUCKS

The Alphabet

Words by Nathan Haskell Dole

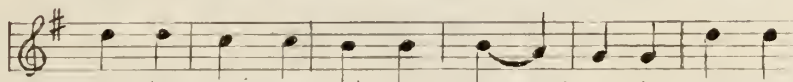
Old French Song



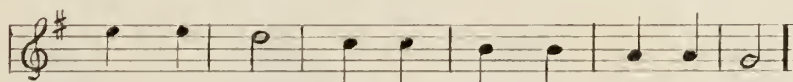
1. Ma - ma! see the ti - ny ducks! On the bank the
2 Dar - ling. they can't un - der - stand why they swim off
A B C D E F G H I J K



old hen clucks! Ma - ma! tell me what's the mat - ter
from the land; She's a - fraid the wa - ter'll hurt them
L M N O P Q R S T U V



That she keeps up such a clat - ter? She is run - ning
In - to chicks she can't con - vert them: So she hur - ries
(V double U) and X Y Z. Now I've said my



to and fro, While the duck - lings pad - dling go!
up and down, Call - ing to them not to drown.
A, B, C, Tell me what you think of me.

PREPARATION FOR USE OF THE DICTIONARY

(Alphabetical Arrangement of Words)



○ LITTLE TRAVELERS ON THE HIGHWAY OF LEARNING ○

You Are About To Enter The Road To The Dictionary.

In That Storehouse Of Knowledge You Will Find

All The Tools You Will Need

In Make-up Land.

— o —

○ NOW THAT YOU HAVE SAID YOUR A, B, C, ○

See If You Can Make These Words Say, "A, B, C"

At The Beginning.

1

go	egg	big	at
do	can	fed	he

2

no	jug	pet	ox
in	lip	kid	me

3

us	wax	yes	so
red	sit	tag	vex

—| S E C O N D Y E A R |—

SECOND YEAR

PHONETIC WORDS

FOREWORD

As all words of the English language are phonetic to some extent, it is essential that the child be given a basic knowledge of phonics for purposes both of reading and of spelling. A large number of words can be grouped on the basis of a common phonetic element. Through the study of such groups, systematically and logically arranged, mastery of phonetics may be attained with economy of time and of effort.

From the standpoint of spelling, the material contained in the second year PHONETIC WORDS section furnishes sufficient foundation for the study of the Specific Words assigned to the second year. For purposes of reading, however, some of the word-groups of the Third Year section should be studied during the second school year.

1

band	sand	mend	fond
hand	bend	send	pond
land	lend	wind	fund

2

bent	rent	tent	hint
lent	sent	went	hunt

3

fast	best	fist	lost
last	nest	list	dust
mast	rest	mist	just
past	west	cost	must

1

cask	task	desk	risk	dusk
------	------	------	------	------

2

camp	lamp	bump	hump	lump
damp	limp	dump	jump	pump

3

felt	help	self	elm	milk
melt	kelp	golf	helm	silk

4

raft	lift	sift	loft
left	gift	soft	tuft

5

kept	wept	crept	slept
------	------	-------	-------

6

next

text

1

clam	flag	glad	plan	slam
clap	flat	glen	plot	slap
clip	flax		plug	sled
club	flit		plum	slip

2

crab	drag	Fred	trap	grab
crib	drop	frog	trip	grip
crop	drum	from	trot	grin

3

skin	snap	swim	spin	stem
skip	snip	swam	spun	step
skid	snug		spot	stop

4

twig	twin	twit
------	------	------

1

hands	flags	helps	stops
desks	frogs	jumps	rests
twins	drums	skips	lifts

2

stamp	grand	plant
tramp	stand	grant
clump	gland	spent
stump	spend	print

3

brisk	frost	clasp
frisk	trust	grasp
whisk	twist	crisp

1

ill	kill	bell	tell
bill	till	fell	well
fill	still	Nell	doll
hill	spell	sell	dull

2

pass	kiss	fuss	bless
less	loss	class	dress
Bess	moss	glass	press
miss	toss	brass	cross

3

muff	cuff	stuff	stiff
puff	gruff	staff	cliff

1

back	Dick	duck	trick
hack	pick	luck	block
Jack	kick	tuck	clock
pack	lick	black	flock
sack	sick	crack	stock
tack	tick	track	cluck
deck	lock	speck	pluck
neck	mock	brick	stuck
peck	rock	stick	truck

2

tacks	ticks	ducks	cracks
pecks	locks	tracks	blocks
picks	rocks	tricks	clocks

1

hang	long	king	cling
rang	song	bring	clung
sang	ring	fling	spring
hung	sing	sting	sprang
sung	wing	swing	strong

2

jump ing	spelling	dresssing
singing	standing	stocking

3

ink	pink	bank	blank
sink	sunk	drank	drink
wink	sank	Frank	trunk

1

dash	hush	flesh	shut
cash	rush	fresh	shot
dish	brush	shed	shell
fish	crush	ship	shelf
wish	flash	shop	shrub

2

chop	chat	chest	rich
chip	chin	check	such
chap	chill	chick	much

3

inch	bench	lunch	branch
pinch	bunch	punch	French

1

catch	itch	Scotch
latch	ditch	sketch
hatch	pitch	crutch
match	hitch	clutch
patch	witch	snatch
fetch	stitch	scratch
Dutch	switch	stretch

2

thin	bath	fifth
thick	moth	sixth
thing	broth	tenth
think	cloth	length
thank	Smith	strength

1

that	then	this
than	them	thus
	with	

2

when	whack	whist
whip	whisk	which

3

quit	quill	quack
quick	quilt	quench

1

at	-	ate	us	-	use
hat	-	hate	tub	-	tube
cap	-	cape	cub	-	cube
mad	-	made	rob	-	robe
Sam	-	same	hop	-	hope
pin	-	pine	trip	-	tripe
hid	-	hide	twin	-	twine
bit	-	bite	quit	-	quite

2

tie	hoe	due
die	toe	hue
lie	Joe	blue
pie		glue

1

fade	make	name	late	Kate
lake	take	tame	gate	safe
wake	came	cane	date	save

2

grade	flake	shame	skate	haste
shade	blame	shape	brave	taste
shake	frame	grape	graze	waste

3

bare	dare	hare	pare
care	fare	mare	rare

4

spare	scare	share
stare	snare	square

1

eve

here

mere



2

ride	like	mile	ripe
side	vine	fire	rise
wide	dime	hire	wise
life	time	wire	size

3

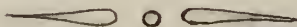
bride	smile	spine	prize
glide	style	spike	quite
pride	while	strike	white
slide	shine	drive	stripe

1

robe	hole	bore	rope
rode	pole	more	note
joke	bone	sore	hose
woke	cone	tore	nose
home	tone	wore	rose

2

broke	spoke	shore	close
choke	stone	drove	chose
smoke	store	stove	froze



3

cube	duke	June	cure
tube	mule	tune	pure

1

cent	ice	dance
cell	nice	dunce
face	mice	fence
race	rice	since
Grace	price	prince
place	slice	chance
space	twice	glance
trace	scarce	France

2

gem	rage	singe	fringe
age	sage	hinge	plunge
cage	stage	twinge	change
page	huge	cringe	strange

1

edge	pledge	fudge
ledge	sledge	badge
hedge	judge	lodge
sedge	drudge	ridge
wedge	trudge	bridge

2

gaze	graze	size	doze
blaze	glaze	prize	froze

3

rise	hose	chose	these
wise	nose	close	use
	rose	those	

1

day	lay	ray	play
gay	may	say	gray
hay	May	way	pray
jay	pay	clay	stay

2

aim	fail	pain	chain
aid	mail	rain	Spain
laid	nail	vain	paint
paid	sail	train	raise
wait	tail	plain	praise

3

air	fair	chair
hair	pair	stair

1

boy	Roy	toy
joy	Floy	Troy

2

oil	toil	joint	noise
boil	spoil	point	voice
coil	broil	hoist	choice
soil	coin	moist	spoilt
	join	joist	



1

bee	free	glee	tree
see	flee	thee	three

2

feed	feel	deep	queer
need	wheel	keep	cheer
seed	beef	weep	speed
seem	feet	steep	speech
seen	meet	sheep	screech
week	sweet	green	teeth
deer	sheet	queen	street

3

geese	fleece	breeze	sneeze
cheese	sleeve	freeze	squeeze

1

sea	eat	fear	east
tea	meat	near	least
lead	neat	year	feast
read	seat	leap	each
leaf	beat	cheap	beach
weak	bean	speak	teach
beak	mean	dream	peach
deal	ear	cream	reach
meal	dear	scream	clean
team	hear	stream	steal

2

ease	please	leave	weave
tease	peace	heave	cease

1

deaf	read	spread	meant
dead	bread	sweat	dealt
head	dread	threat	health
lead	tread	death	wealth
	thread	breath	

2

field	shield	chief	priest
yield	grief	thief	shriek

3

piece	niece	fierce	pierce
-------	-------	--------	--------

1

by	try	fly	sky
my	fry	sly	shy
cry	pry	spy	why
dry	spry	sty	thy

2

bind	mind	blind	wild
find	rind	grind	mild
kind	wind	pint	child

1

old	hold	bolt	roll
bold	sold	post	toll
cold	told	most	droll
fold	scold	both	troll
gold	colt	quoth	stroll

2

son	done	come	glove
ton	does	some	front
won	doth	dove	month
none	dost	love	sponge

3

do	who	whose	move	shoe
to	whom	lose	prove	shoes

1

oak	oar	soap	board
cloak	roar	roam	boast
boat	soar	foam	coast
coat	loaf	moan	roast
goat	load	groan	toast
float	road	coal	coarse
throat	toad	coax	hoarse

2

low	sow	crow	blow	show
row	slow	own	blown	shown
bow	glow	grow	flow	throw
bowl	snow	grown	flown	thrown

1

too	noon	food	roof
moo	soon	room	proof
zoo	spoon	broom	tooth
cool	poor	bloom	smooth
tool	boot	hoop	roost
spool	hoot	loop	goose
stool	root	stoop	loose
moon	shoot	droop	choose

2

good	book	look	foot
hood	cook	rook	soot
wood	hook	brook	wool
took	nook	shook	stood

1

dew	new	flew	drew
few	stew	chew	grew
hew	blew	crew	threw

2

rule	true	Ruth
rude	truth	prune

3

you	youth	soup	group
your	wound	croup	route

4

full			put
pull	bush	push	puss

1

out	our	pound	mouth
pout	sour	sound	south
stout	flour	round	house
trout	loud	mound	mouse
shout	cloud	wound	bounce
sprout	proud	bound	pounce
count	found	ground	lounge

2

bow	owl	howl	drown
cow	fowl	down	crown
how	growl	town	frown
now	prowl	gown	clown
plow	scowl	brown	crowd

1

haul	fraud	pause
Paul	fault	gauze
Maud	cause	sauce

2

caw	saw	claw	awl
jaw	thaw	dawn	bawl
law	draw	lawn	crawl
paw	flaw	fawn	shawl
raw	squaw	yawn	hawk
	straw	drawn	

1

or	born	cork	short
for	corn	fork	scorch
nor	horn	stork	torch
cord	morn	storm	north
lord	scorn	form	horse
	thorn	sort	

2

torn	fort	pork	force
worn	port	porch	forge
	sport	forth	

3

pour	mourn	fourth
four	court	course

1

far	art	ark	arm
car	cart	bark	farm
bar	dart	dark	harm
jar	tart	hark	charm
tar	part	lark	larch
star	chart	mark	march
scar	smart	park	starch
card	start	spark	starve
hard	harp	shark	carve
lard	sharp	marsh	large
yard	barn	harsh	charge
	darn	Carl	

1

fur	curb	surf	urge
purr	hurt	turf	purse
curl	burn	burst	nurse
hurl	turn	burnt	curve
	churn	church	

2

her	jerk	pert	nerve
were	clerk	perch	serve
herb	germ	fern	verse
	term	stern	

1

fir	firm	third	birth
sir	dirt	whirl	mirth
stir	skirt	twirl	birch
girl	shirt	shirk	first
bird	chirp	squirm	thirst

2

earn	earl	earth
learn	pearl	search
	heard	

3

word	world	worm
work	worse	worth
	worst	

1

all	fall	wall	halt	bald
ball	hall	stall	salt	scald
call	tall	small	malt	false

2

was	wand	wash	swan
wad	wasp	watch	swamp

3

want	war	warn	swarm
wall	ward	warm	dwarf

4

squad	squash	squab
-------	--------	-------

5

squall	quart
--------	-------

1

knee	knell	knit	knead
kneel	knew	knot	knave
knelt	know	knob	knife
	known	knock	

2

sign	gnaw	gnat
------	------	------

3

wrap	wren	write	wrist
wrath	wrench	wrote	wring
wreck	wreath	wrong	wrung

1

guard

guilt

guess

guide

guest

tongue

plague

rogue

2

comb

dumb

climb

lamb

numb

crumb

limb

bomb

thumb

3

debt

doubt

4

calf calm

talk stalk

half palm

walk chalk

1

high	sight	might	right	flight
nigh	light	fight	bright	slight
sigh	night	tight	fright	knight

2

ought	bought	sought
fought	brought	thought
<hr style="width: 100%; border: 0; border-top: 1px solid black;"/> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> caught <hr style="width: 100%; border: 0; border-top: 1px solid black;"/> </div> <div style="text-align: center;"> taught <hr style="width: 100%; border: 0; border-top: 1px solid black;"/> </div> </div>		

3

weigh	sleigh	eight	weight
neigh	<hr style="width: 100%; border: 0; border-top: 1px solid black;"/> <div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center;"> straight <hr style="width: 100%; border: 0; border-top: 1px solid black;"/> </div> </div>		freight

4

rough	tough	cough	laugh
-------	-------	-------	-------

∞ ODDS AND ENDS ∞

THE MEANING SHOWS YOU HOW TO READ THESE WORDS

wind: Wind the clock.

wind: The wind blows.

read: I like to read.

read: I read a book yesterday.

lead: You may lead the line.

lead: This lead pencil is sharp.

bow: Bow your head.

bow: Your bow is untied.

TWINS AND TRIPLETS

keep - kept

sleep - slept

creep - crept

do - does - done

go - goes - gone

RUNAWAYS

bear
wear

pear
tear

break
great

suit
fruit

build
built

— L I T T L E R E A D E R S —

— THESE LITTLE FRIENDS LOOK MUCH ALIKE —

Do You Always Know Them
When You Meet Them?

ran	as	lay	they
run	has	laid	there

then	his	any	these
when	this	many	those

that	of	much	ever
what	off	such	even

now	for	bit	very
how	from	bite	every

saw	come	left	round
was	came	felt	around

sit	say	could	though
set	says	would	thought
sat	said	should	through

SPECIFIC WORDS

71

ESSENTIAL WRITING TOOLS IN COMMON USE

FOREWORD

The sentences which follow are intended for dictation and copying exercises. They are based on the words of the Minimum List, but contain additional words, which are introduced for the purpose of lending variety to the sentences. With the exception of twelve, all the additional words have previously appeared in the phonetic groups.

The written language forms involved are:

CAPITALS

1. At beginning of sentences.
2. Names.
 - Persons.
 - Places.
 - Months.
3. Abbreviations.
 - Mr., Mrs., St., Ave.

PUNCTUATION

1. Period.
 - At end of sentences.
 - After abbreviations.
2. Question Mark.

MARGIN

Single, at the left.

MINIMUM LIST

(Arranged Alphabetically.)

(Starred (*) words are homonyms.)

1. about	*25. by	*49. eight
2. after	26. call	50. ever
3. again	27. came	51. every
4. any	28. candy	*52. eye
5. arm	29. car	53. face
6. as	30. carry	*54. father
7. ask	31. catch	55. feet
8. apple	*32. cent	*56. flower
* 9. ate	33. coat	57. four
10. aunt	34. cold	58. from
11. awake	35. come	59. fame
12. away	36. could	60. garden
13. been	37. cried	61. gave
14. best	38. cut	62. give
15. bird	*39. dear	63. glad
16. black	40. desk	64. goes
* 17. blue	41. does	65. gone
18. boat	42. done	66. great
19. bread	43. don't	*67. hair
20. bright	44. door	68. half
21. bring	45. dress	69. hand
22. brother	46. drink	70. head
23. but	47. each	*71. hear
*24. buy	48. east	72. help

*73. here	106. one	139. such
74. high	107. only	140. summer
75. home	108. other	141. table
76. horse	*109. our	142. talk
77. house	110. out	143. teeth
78. how	111. own	144. that
79. hungry	112. paper	145. then
80. hurt	113. pencil	*146. there
81. ice	114. played	147. these
82. kitten	115. please	148. they
*83. knew	116. present	149. think
84. knife	117. pretty	150. those
*85. know	118. put	151. three
86. laid	119. quick	152. time
87. large	120. rain	153. today
88. late	121. read	154. tried
89. leaf	122. room	*155. two
90. lesson	123. round	156. under
91. live	124. said	157. use
92. love	125. saw	158. walk
93. make	126. say	159. want
94. many	127. says	160. warm
*95. might	128. school	161. wash
96. mother	129. shall	162. water
97. name	130. shoes	163. went
98. never	131. should	164. were
*99. new	132. sister	165. what
100. next	133. small	166. when
*101. night	134. snow	167. where
102. north	135. some	168. white
103. off	136. south	169. who
104. old	137. store	170. why
105. once	138. street	171. wind

172. wish	*175. would	178. year
173. with	*176. write	179. yes
174. work	177. wrote	180. your

ADDITIONAL WORDS

1. act	27. fond	53. let
2. air	28. foot	54. long
3. all	29. for	55. lost
4. an	30. found	56. Mary
5. back	31. funny	57. May
6. ball	32. fur	58. may
7. brave	33. get	59. mind
8. brown	34. glass	60. mine
9. cage	35. gold	61. more
10. can't	36. grass	62. most
11. Carlo	37. gray	63. mouse
12. chew	38. green	64. Mr.
13. chick	39. had	65. Mrs.
14. crow	40. happy	66. must
15. cry	41. hard	67. nice
16. dark	42. harm	68. no
17. day	43. hold	69. now
18. did	44. if	70. of
19. drop	45. ill	71. oh
20. egg	46. John	72. or
21. ear	47. June	73. over
22. eat	48. keep	74. past
23. fall	49. kind	75. peep
24. fast	50. king	76. poor
25. feed	51. lady	77. push
26. fine	52. last	78. pussies

79. queer	96. sled	114. took
80. race	97. sly	115. tree
81. rest	98. so	116. trip
82. rich	99. song	117. try
83. ride	100. soon	118. twin
84. robin	101. sorry	119. was
85. sad	102. spend	120. wear
86. sail	103. St.	121. week
87. sang	104. stay	122. well
88. seem	105. still	123. west
89. seen	106. sun	124. while
90. send	107. sure	125. wild
91. sent	108. take	126. wink
92. shout	109. teach	127. winter
93. shut	110. tell	128. wood
94. sing	111. thank	129. word
95. sky	112. thing	130. yet
	113. told	

MINIMUM LIST

Arranged According to
Degree of Difficulty or of Similarity

1. as	25. when	49. ice
2. but	26. that	50. rain
3. cut	27. what	51. laid
4. ask	28. with	*52. hair
5. yes	29. think	53. feet
6. off	30. quick	54. street
7. hand	*31. ate	55. three
8. glad	32. late	56. teeth
9. help	33. name	57. leaf
10. best	34. game	58. read
11. desk	35. make	*59. dear
12. from	36. gave	*60. hear
13. wind	37. give	61. year
14. went	38. live	62. east
15. next	39. home	63. each
16. dress	40. time	64. please
17. black	41. use	65. head
18. bring	*42. blue	66. bread
19. drink	43. store	*67. by
20. shall	44. white	68. why
21. wish	45. these	69. old
22. such	46. those	70. cold
23. catch	*47. cent	71. love
24. then	48. face	72. some

73. come	106. knew	139. door
74. came	107. knife	140. don't
75. boat	108. write	141. could
76. coat	109. wrote	142. would
77. room	110. half	143. should
78. school	111. talk	144. tried
79. new	112. walk	145. cried
80. put	113. high	146. played
81. out	114. night	147. great
82. our	115. might	148. today
83. your	116. bright	149. apple
84. round	117. eight	150. table
85. house	118. buy	151. under
86. south	119. aunt	152. after
87. how	120. four	153. sister
88. snow	121. eye	154. water
89. own	122. say	155. paper
90. saw	123. says	156. summer
91. call	124. said	157. flower
92. small	125. one	158. other
93. want	126. once	159. mother
94. wash	127. two	160. brother
95. warn	128. who	161. father
96. horse	129. shoes	162. never
97. north	130. does	163. ever
98. car	131. done	164. every
99. arm	132. goes	165. hungry
100. large	133. gone	166. any
101. hurt	134. they	167. many
102. were	135. there	168. only
103. bird	136. where	169. pretty
104. work	137. here	170. away
105. know	138. been	171. about

172. away	175. again	178. lesson
173. about	176. garden	179. pencil
174. awake	177. kitten	180. present

ROAD TO THE DICTIONARY

ALPHABETICAL ARRANGEMENT OF WORDS
(By Initial Letter Only)

1

saw	use	own	ask	cut
ice	eye	two	old	yes
our	say	buy	new	ate
put	off	how	car	why

2

next	glad	many	came
desk	only	such	they
very	your	hair	live
know	four	been	aunt

3

quick	kitten	should	water
other	flower	mother	every
drink	lesson	garden	after
could	street	hungry	paper

F I R S T S T E P S
I N
W R I T T E N E X P R E S S I O N

—) S T O R I E T T E S F O R D I C T A T I O N (—
(Containing all the words of the Minimum List)

F O R E W O R D

1

aunt house today came

My aunt is at my house.

She came today.

2

so glad kind was

I was glad to see her.

She is so kind to me.

3

eat candy gave now

She gave me candy.

I am eating it now.

1

tree leaf wind by

A little leaf was on a tree.

The wind came flying by.

2

saw took with away

He saw the little leaf.

He took her away with him.

3

did then want sad

Then the tree was sad.

She did not want the leaf to go.

1

come our May take

Come with me, May.

We will take our dolls with us.

2

for bread mother some

I am going for some bread.

The bread is for mother.

3

may cent give buy

Mother may give me a cent.

I will buy some candy for baby.

1

tell late school why

Today I was late for school.

I will tell you why.

2

cold home kitten snow

I took a little kitten home.

It was in the cold snow.

3

but sorry happy dear

I was sorry to be late.

But I was glad a dear kitty was happy.

1

an garden apple there

There is a tree in my garden.

It is an apple tree.

2

egg pretty white four

There is a nest in my tree.

Four pretty white eggs are in it.

3

bird soon sing they

Soon there will be four little birds.

They will sing to me.

1

one were out two

Two baby birds were in a nest.

Fred took one out.

2

poor cried back put

Poor mother bird cried.

So Fred put it back.

3

of sang song thank

The bird sang to the boy.

It was a song of thanks.

1

ball store fine how

Pretty ball, how fine you are!
Did they buy you in a store?

2

let wish please mine

How I wish you were mine.
Please let me play with you.

3

no fall catch arm

No, I will not let you fall.
I will catch you in my arms.

1

know peep sister call

Do you know my little sister?

I call her pretty Peep.

2

live from water sky

She lives in the sky.

She looks at me from the water.

3

other name only eye

But she has only one eye.

What is her other name?

1

boat each night sail

I have a pretty white boat.

Each night I sail in her.

2

say goes shut off

Mother comes to say good night.

My eyes shut and off goes my boat.

3

day where when been.

When day comes I sail home.

Do you know where I have been?

1

says brother Mary twin

Mother says I have a twin brother.

She says Mary has a twin sister.

2

if these glass cry

These twins live in a glass house.

If we cry our twins cry.

3

that your does act

When we are good they look happy.

Does your twin act like that?

1

old three father year

Brother Ned is three years old.

Father calls him his little man.

2

every horse round room

Every night father is his horse.

Round and round the room they go.

3

hard think great work

Brother thinks it great fun.

But it is hard work for the horse.

1

nice under small warm

Two small bugs were under a rug.

It was nice and warm there.

2

large could would those

A large bug could not get in.

Those little bugs would not let him.

3

ate should lesson teach

So the big bug ate them up.

What lesson should this teach us?

1

love after John said

I love you, mother.

After he said this John ran out.

2

wood bring played all

There was wood to bring in.

But John played all the day.

3

rest done gone while

While he was gone the work was done.

But mother had no rest at all.

1

try help time talk

I will try to help you all I can.

This time little Fan was talking.

2

ill still tried keep

Mother was ill that day.

Fan tried to keep the baby still.

3

ask who best or

Now I ask you this.

Who loved best, Fan or John?

1

new bright knife eight

I am eight years old today.

My aunt gave me a bright new knife.

2

use wish hand cut

Mother does not wish me to use it.

She says I may cut my hand.

3

own here desk such

So I will put it here in my desk.

But I am glad I own such a nice knife.

1

Mr. next Carlo door

Mr. White lives next door.

I play with his dog Carlo.

2

hair feet black face

Carlo has long black hair.

His face and feet are white.

3

game any many race

He will play any game I wish.

Many and many a race we run.

1

ice fast winter over

Little boys like winter.

How fast they go over the ice!

2

ride sled shout make

They like to ride on fine red sleds.

How they shout as they fly by!

3

get thing never dark

But there is one thing they do not like.

They never like to get up in the dark.

1

most fond summer don't

Most little boys are fond of summer.

Don't you think so?

2

hear grass green blue

They like to play in the green grass.

They love to hear bluebirds sing.

3

stay please ever can't

Then they cry to stay up after dark.

You can't ever please little boys!

1

lady street June last

A fine lady lives on our street.

She came here last June.

2

spend south north trip

She spends her summers up north.

Each winter she takes a trip south.

3

Mrs. robin rich yes

Did I hear you say you know her?

Yes, it is rich Mrs. Robin.

1

St. found walk went

Father and I went for a walk.

On South St. I found a little dog.

2

hurt might carry foot

The poor dog had hurt his foot.

Father said I might carry him home.

3

knew read paper lost

I wish I knew who lost him.

I am reading the paper to see.

1

write table pencil chew

He sat by the table chewing a pencil.

Why did he not write?

2

wrote word past long

It was long past bedtime.

Yet he wrote not a word.

3.

shall mouse hungry only

Shall I tell you why?

He was only a hungry little mouse.

1

away week over seem

Mother has been away over a week.

It seems like a year.

2

send present shoes dress

I want to send her a present.

Shall it be a dress or pretty shoes?

3

sent flower more sure

This will be sure to please her more.

One little flower sent with my love.

1

half about chick push

Up there is a little half chick.

See that great wind push him about.

2

once east west again

Once to the east, once to the west.

Then round about and back again.

3

hold head brave harm

Hold up your head, little chick.

Be brave and no wind can harm you.

1

rain other told wear

It was raining the other day.

Mother told Fred to wear his old hat.

2

well mind brown high

But Fred does not mind well.

So a new brown hat is high in a tree.

3

ear must laid sly

That is where sly Mr. Wind laid it.

Don't you think he must have ears?

1

crow wild cage feed

Tom had a wild crow in a pretty cage.

One day he took it out to feed it.

2

as quick catch wink

As quick as a wink Mr. Crow was gone.

I was glad Tom could not catch him.

3

air gold king sun

A gold house may be fine for a king.

But sun and air are best for a bird.

1

gray awake funny pussies

Some funny gray pussies live in a tree.
They never seem to be awake.

2

coat wash teeth seen

No pretty fur coat is ever washed.
No sharp white teeth are ever seen.

3

drop drink queer oh

They never drink a drop of milk.
Oh, what queer little kittens!

HOMONYMS

Contains all which appear in the
First and Second Year Minimum Lists

by, near to

buy, pay for

Jack just went — my house.

He had little May — the hand.

They were going to — some candy.

They had just found a cent — the brook.

You can't — much for a cent.

to, as: to school; to sing

two, (2) a number

Baby Ned is — years old.

He has — sisters who go — school.

Ned thinks he is able — go also.

Can't he count up — six?

And doesn't he know — and — are four?

HOMONYMS

no, not at all **knew**, in the mind

I — two fine little helpers.

You — them, I am sure.

One has a head but — eye.

The other has an eye but — head.

You ask if they — how to talk?

— , they do not.

new, not old **knew**, in the mind

In 1492 Columbus discovered a — land.

He — more than most men of his time.

He — that the earth is round.

Many — things have been learned since.

But courage and faith are not —.

Columbus had both.

hear, through the ear here, in this place

Come —, Prince. Come —, I say.

Don't you — me calling you?

You have my shoe. Bring it —.

Well, — you come at last.

Yes, I — you barking.

You want your dinner? — it is.

ate, did eat eight, (8) a number

One day a little boy found — cents.

He bought — lollypops and — them all.

After he — them he did not feel well.

He — no dinner that day.

For — days he — no more candy.

He — apples instead.

↵ THIRD YEAR ↵

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THIRD YEAR

SYLLABIC WORDS

FOREWORD

LONG VOWELS
AT END OF ACCENTED SYLLABLES

1

niçer	çity	Luçy
grocer	circle	saucy
saucer	circus	fancy
cellar	cinder	mercy

2

gentle	giant	gypsy
orange	magic	dingy
danger	engine	stingy
stranger	ginger	spongy

3

Ralph	nephew	telephone
Philip	photograph	telegraph

PREFIXES
AND OTHER INITIAL SYLLABLES

1

a good	a gree	a gain
away	awake	asleep
alas	alive	afraid
about	aloud	around
above	apart	across
ahead	alarm	aboard
alike	avoid	abroad
alone	amuse	apiece
along	abuse	awhile
among	arose	against

1

be gin	be hold	be fore
began	behave	beyond
begun	believe	beside
become	belief	beneath
became	below	between
belong	behind	because

2

re ply	re peat	re quest
refuse	report	rejoice
remain	remark	recite
remind	repair	receive
remove	reward	recess
return	refresh	remember

1

de ny	de part	de light
delay	desire	declare
depend	devour	deserve
defend	decide	despair
demand	destroy	describe

2

dis may	dis pute	dis please
dismiss	disgrace	discharge
dislike	disguise	disobey
disturb	distress	disease

3

up on	up hold	up ward
upset	uplift	upright

1

per mit

per form

per son

perhaps

perfume

perfect

2

pre fer

pre vent

pre tend

prepare

present

preserve

3

pro tect

pro voke

pro mote

provide

propose

pronounce

4.

for get

for bade

for bear

forgot

forgive

forsake

forbid

forgave

forlorn

1

un tie	un just	un wise
unless	unfair	unable
unlike	untrue	untidy
unsafe	untruth	unhappy
unkind	unknown	unwilling

2

in jure	in tend	in side
invite	inform	instead
invent	insist	inquire

3

en ter	en tire	en close
enjoy	enlist	enlarge

1

ex tra	ex cuse	ex change
exact	extend	express
expect	exclaim	example
except	explain	examine

2

ap ply	ap point	ap proach
appear	approve	appetite

3

ad mit	ad vice	ad dress
admire	advise	addition

1

con cert	con sist	con nect
conduct	conceal	conclude
contain	confess	consider
consent	confine	continue
content	confuse	condition

2

com mon	com mand	com plain
compel	compose	complete
commit	compare	commence

3

al so	al ways	al ready
almost	although	altogether

SUFFIXES
AND OTHER FINAL SYLLABLES

1

bod y	can dy	pen ny
lily	party	jelly
city	tiny	happy
pity	tidy	funny
copy	easy	sunny
lucky	lazy	silly
bushy	tardy	sorry
downy	empty	pretty
sleepy	dirty	Harry
greedy	plenty	Fanny

1

on ly	deep ly	safe ly
holy	kindly	nicely
ugly	calmly	lovely
truly	slowly	homely
daily	dearly	lonely
gaily	nearly	lately
early	clearly	likely
badly	quickly	wisely
hardly	sweetly	closely

2

	hon ey	money
	— o —	
mon key	chim ney	al ley
donkey	journey	valley
turkey		barley

1

old er	tall er	own er
darker	smaller	reader
faster	harder	teacher
slower	shorter	speaker
nearer	thicker	farmer
higher	sweeter	pitcher

2

wid er	rip er	rul er
finer	whiter	maker
safer	coarser	writer
truer	pur er	rider
wiser	bluer	skater

3

ev er	cov er	oth er
never	feather	mother
river	weather	brother

1

o ver	num ber	dan ger
clover	winter	stranger
under	sister	daughter
yonder	master	fa ther
enter	whisper	either
water	quarter	neither

2

fin ger	an ger	lon ger
linger	hunger	stronger

3

let ter	lad der	pep per
better	summer	dipper
bitter	supper	slipper
butter	rubber	swimmer
dinner	bigger	suffer
matter	hotter	scatter

1

col or

sail or

honor

visitor

— o —

o dor

ma jor

par lor

motor

actor

neighbor

labor

doctor

terror

favor

tailor

horror

flavor

harbor

mirror

2

dol lar

schol ar

beg gar

collar

grammar

cellar

caterpillar

1

ox en	ov en	tak en
eaten	seven	shaken
fallen	dozen	stolen
harden	chicken	driven
wooden	kitchen	sweeten
golden	heaven	frighten

2

o pen	gar den	hap pen
even	burden	hidden
broken	chil dren	sudden
spoken		kitten
chosen		mitten
frozen		written

3

has ten	lis ten	of ten
fasten	glisten	soften

1

mel on	ba con	les son
lemon	person	ribbon
wagon	reason	cotton
prison	season	button
weapon	crimson	mutton
reckon	carton	cannon
beckon	iron	common

2

eastern	north ern	lan tern
western	southern	pattern

1

jack et	tick et	clos et
pocket	cricket	bucket
locket	thicket	hatchet
<hr/> o <hr/>		
vel vet	trum pet	bon net
carpet	blanket	linnet
market	scarlet	bullet
basket	se cret	garret

2

low est	cold est	kind est
highest	loudest	dearest
hardest	tallest	nearest
<hr/> o <hr/>		
nic est	saf est	wid est
wisest	bluest	purest

1

com ic	mu sic	Arc tic
mimic	picnic	Atlantic
frolic	public	arithmetic
Pacific	attic	elec tric

2

rap id	li quid	stu pid
timid		horrid
solid		splendid

3

vis it	lim it	u nit
habit	merit	rabbit
	spirit	

1

wid ow	fol low	ar row
shadow	fellow	narrow
el bow	yellow	sparrow
window	mellow	sorrow
pillow	shallow	borrow
hollow	swallow	tomorrow

2

ech o	he ro	pota to
car go	zero	tomato

3

ide a	El la	Cu ba
so da	China	Emma
sofa	comma	Anna

1

a ble	cou ple	ri fle
table	maple	trifle
fable	simple	eagle
stable	steeple	bugle
Bible	purple	angle
noble	idle	single
nimble	cradle	mingle
thimble	needle	uncle
tumble	candle	circle
stumble	handle	sparkle
scramble	kindle	tinkle
tremble	bundle	twinkle
marble	title	sprinkle
double	beetle	wrinkle
trouble	turtle	trickle

1

ap ple	rid dle	bub ble
ripple	fiddle	pebble
little	middle	gobble
battle	meddle	puzzle
rattle	cuddle	muzzle
cattle	puddle	dazzle
kettle	peddle	drizzle
settle	paddle	giggle
bottle	saddle	wriggle
brittle	ruffle	struggle
whittle	muffle	straggle

2

cas tle	rus tle	this tle
nestle	whistle	bristle

1

cam el	an gel	tun nel
level	parcel	vessel
travel	morsel	barrel
shovel	kernel	quarrel
bushel	kennel	squirrel

2

re al	o val	sig nal
trial	final	mortal
medal	fatal	rascal
general	equal	journal

3

civ il	pu pil	e vil
peril	pencil	anvil

1

fin ish	boy ish	Brit ish
punish	girlish	grayish
perish	childish	fur nish
radish	stylish	English
foolish	nourish	reddish
selfish	flourish	rubbish

2

im age	band age	mes sage
damage	postage	passage
manage	package	carriage
savage	village	marriage
voyage	cottage	language
courage	cabbage	sausage

1

na ture	pic ture	crea ture
future	venture	moisture
capture	mixture	scripture
pasture	fixture	adventure

2

pleas ure	meas ure
treasure	lei sure

— o —

fig ure	fail ure
---------	----------

3

ol ive	cap tive	motive
active	native	locomotive

1

na tion	sta tion	ac tion
no tion	men tion	frac tion
mo tion	por tion	ques tion

0

vaca tion	addi tion	direc tion
rela tion	con di tion	atten tion
pro mo tion	posi tion	sub trac tion

2

man sion	pos ses sion	vi sion
pension	pro cession	di vision
session	ex pression	oc casion

3

un ion	on ion	com panion
--------	--------	------------

1

pi ous	ner vous	curi ous
joyous	famous	furious
générous	wondrous	serious
dangerous		glorious

2

pre cious	delicious	lus cious
gracious		conscious

3

crev ice	ser vice	no tice
malice	justice	practice
office	lattice	poultice

1

aw ful	cheer ful	arm ful
useful	peaceful	dreadful
joyful	truthful	thoughtful
careful	thankful	wonderful
harmful	faithful	delightful

2

use less	rest less	harm less
careless	fearless	cheerless
heedless	reckless	thoughtless

3

ill ness	good ness	lazi ness
kindness	darkness	idleness

1

pleas ant	in fant	fra grant
servant	instant	constant
merchant	distant	currant

2

mo ment	gar ment	judg ment
payment	movement	treatment

3

up ward	for ward	east ward
onward	backward	westward
toward	downward	northward
awkward	afterward	southward

1

fire man	fore man	watch man
postman	footman	policeman
workman	coachman	gentleman

2

fire men	sea men	foot men
postmen	boatmen	gentlemen
workmen	plowmen	policemen

3

my self	her self	thy self
itself	himself	yourself

4

our selves	yourselves	themselves
------------	------------	------------

DERIVATIVES

fly -- fly ing	hold - hold ing
pick - picking	feel - feeling
walk - walking	send - sending

----- o -----

be ing	dress ing	iron ing
playing	crossing	visiting
jumping	standing	finishing
singing	thinking	listening
washing	sleeping	following
waiting	spelling	intending
wishing	teaching	returning
passing	bringing	replying
pushing	swinging	agreeing

use - us ing	hope - hop ing
make - making	love - loving
ride - riding	cure - curing

— o —

bak ing	skat ing	amus ing
waking	sliding	refusing
joking	shining	reciting
gazing	driving	deciding
naming	chasing	inviting
hiding	placing	removing
diving	closing	behaving
dining	raising	believing
rising	shaking	receiving
coming	smiling	rejoicing
having	writing	confusing

hop - hop ping	clap - clap ping
rub - rubbing	spin - spinning
beg - begging	swim - swimming

— o —

sit ting	chop ping	omit ting
hitting	stopping	upsetting
putting	dropping	admitting
getting	skipping	unfitting
digging	slipping	beginning
robbing	shutting	occurring
sobbing	drumming	preferring
nodding	trimming	compelling
wedding	planning	permitting
running	dragging	forgetting
humming	scrubbing	forbidding

use was used	blame - blamed
tie - tied	dance - danced
like - liked	change - changed

————— o —————

died	danced	amused
hoped	placed	agreed
loved	chased	admired
cured	ceased	ashamed
hired	raised	inquired
piled	closed	prepared
saved	teased	believed
named	pleased	wrinkled
baked	glanced	stumbled
waked	plunged	puzzled
joked	trudged	settled

call - called

laugh - laughed

walk - walked

guess - guessed

play - played

spoil - spoiled

— o —

asked

curved

alarmed

looked

cracked

enjoyed

helped

thanked

belonged

worked

clasped

appeared

jumped

crushed

contained

killed

whirled

exclaimed

longed

stooped

frightened

showed

reached

hastened

roared

chirped

entered

stayed

watched

ordered

earned

screamed

covered

act - act ed	point - pointed
lift - lifted	sound - sounded
fold - folded	plant - planted

— o —

end ed	print ed	visit ed
hunted	treated	avoided
wanted	greeted	expected
seated	started	insisted
halted	shouted	reported
darted	floated	repeated
coated	roasted	rewarded
posted	trusted	requested
rested	crowded	consented
heated	guarded	contented
needed	wounded	protected

fade - faded

taste - tasted

hate - hated

guide - guided

vote - voted

skate - skated

— o —

noted

waded

invited

dated

traded

recited

graded

graded

decided

stated

shaded

divided

wasted

chided

provided

pasted

glided

promoted

1

hop - hopped	drag - dragged
pin - pinned	slam - slammed
rub - rubbed	stop - stopped

— o —

begged	sobbed	clapped
wagged	tapped	stepped
hugged	hummed	planned
tugged	dropped	stirred
robbed	skipped	scrubbed

2

pat - pat ted	spot - spot ted
dot - dotted	knit - knitted

— o —

nod ded	trot ted	omit ted
ragged	knotted	permitted

dish - dish es

dress - dress es

bush - bushes

catch - catches

pass - passes

bunch - bunches

— o —

miss es

brush es

radish es

tosses

crushes

punishes

fishes

marches

perishes

pushes

matches

finishes

dashes

peaches

harnesses

wishes

teaches

furnishes

inches

reaches

refreshes

riches

branches

expresses

glasses

churches

dismisses

guesses

stitches

confesses

crosses

snatches

addresses

rose - ros es	prize - priz es
page - pages	piece - pieces
face - faces	horse - horses

— o —

us es	voic es	amus es
ages	places	refuses
gazes	spaces	advises
cages	dances	voyages
edges	fences	services
loses	closes	promises
rises	causes	packages
slices	bridges	sausages
noises	changes	cabbages
raises	chooses	carriages
houses	sponges	sentences

1

leaf - leaves	self - selves
loaf - loaves	thief - thieves
half - halves	life - lives
calf - calves	wife - wives
wolf - wolves	knife - knives

2

ba by - ba bies	dai sy - dai sies
lady - ladies	story - stories
pony - ponies	berry - berries
lily - lilies	cherry - cherries

3

don key - don keys	tur key - tur keys
monkey - monkeys	chimney - chimneys

1

fly - flies

cry - cries - cried

try - tries - tried

fry - fries - fried

dry - dries - dried

spy - spies - spied

2

cop y - cop ies - cop ied

pity - pit ies - pit ied

study - stud ies - stud ied

carry - carr ies - carr ied

marry - marr ies - marr ied

reply - repl ies - repl ied

SPECIFIC WORDS

ESSENTIAL WRITING TOOLS IN COMMON USE

FOREWORD

The sentences which follow are intended for dictation and copying exercises. They are based on the words of the Minimum List. Only such additional words have been used as were found necessary for the purpose of lending variety to the sentences.

The written language forms involved are:

CAPITALS

1. At beginning of sentences.
2. Names.
 - Persons.
 - Places.
 - Cities, Streets.
 - Months. Days of the Week.
 - Holidays.
3. Abbreviations.
 - Mr., Mrs., St., Ave., Dr.

PUNCTUATION

1. Period.

At end of sentences.

After abbreviations.

2. Question Mark.

APOSTROPHE

1. Singular Possessives.

2. Simple Contractions.

Don't, couldn't, etc.

PLURALS IN S.

MARGIN

Single, at the left.

The following activity, gradually increasing in difficulty, is also provided in this section:

PREPARATION FOR USE OF THE DICTIONARY

Alphabetical arrangement of words.

MINIMUM LIST

(Arranged Alphabetically)

(Starred (*) words are homonyms.)

- | | | |
|--------------|---------------|--------------|
| 1. above | *25. blew | 49. clothes |
| 2. afraid | 26. Boston | 50. color |
| 3. afternoon | 27. both | 51. comb |
| 4. almost | 28. bought | 52. coming |
| 5. also | 29. break | 53. couldn't |
| 6. always | 30. breakfast | 54. country |
| 7. animal | 31. bridge | 55. cousin |
| 8. another | 32. broke | 56. December |
| 9. answer | 33. broken | 57. didn't |
| 10. anything | 34. brought | 58. dinner |
| 11. April | 35. building | 59. dishes |
| 12. apron | 36. built | 60. divide |
| 13. around | 37. busy | 61. doctor |
| 14. August | 38. careful | 62. doesn't |
| 15. autumn | 39. carried | 63. dollar |
| 16. back | 40. caught | 64. down |
| 17. basket | 41. chair | 65. dozen |
| *18. beach | 42. chalk | 66. driving |
| 19. before | 43. children | 67. dropped |
| 20. began | 44. chimney | 68. early |
| 21. begin | 45. Christmas | 69. earth |
| *22. berry | 46. church | 70. eleven |
| 23. better | 47. clean | 71. else |
| 24. between | 48. climb | 72. empty |

73. evening	106. making	139. pupil
74. family	107. March	140. quart
75. February	108. May	141. quarter
76. field	109. minute	142. question
77. first	110. Monday	143. quiet
78. forty	111. money	144. quite
79. Friday	112. month	145. raise
80. friend	113. morning	146. ready
81. front	114. mouth	*147. right
82. fruit	115. move	148. running
83. grade	116. moving	149. Saturday
84. grocer	117. much	150. September
85. having	118. naughty	151. shining
86. heard	119. nickel	152. squirrel
87. holiday	120. noise	153. stairs
88. honest	121. none	154. stopped
*89. hour	122. nothing	155. stories
90. January	123. November	156. study
91. July	124. obey	157. sugar
92. June	125. o'clock	158. Sunday
93. just	126. October	159. supper
94. kept	127. often	160. sure
95. knives	128. open	161. taught
96. knock	129. ought	162. teacher
97. knocked	*130. pair	*163. their
98. laugh	131. people	164. third
99. laughed	132. piano	165. thought
100. learn	133. picture	*166. threw
101. leaving	*134. piece	*167. through
102. letter	135. pitcher	168. throw
103. listen	136. pleasant	169. Thursday
104. lose	137. polite	170. tomorrow
*105. made	138. potato	*171. too

172. touch	182. vacation	192. whose
173. true	183. very	193. winter
174. truly	184. visit	194. woman
175. Tuesday	185. visitor	195. world
176. twelve	186. wagon	196. writing
177. umbrella	187. watch	197. written
178. uncle	188. Wednesday	198. wrong
179. upon	189. which	199. yard
180. used	190. while	200. yesterday
181. using	*191. whole	

ADDITIONAL WORDS

1. ago	20. gift	39. pie
2. agreed	21. hung	40. poet
3. asked	22. hunt	41. robin
4. asleep	23. idle	42. roof
5. Ave.	24. invite	43. save
6. bank	25. isn't	44. seed
7. belong	26. its	45. seven
8. birthday	27. killed	46. shine
9. born	28. lamp	47. soft
10. child	29. laughing	48. someone
11. city	30. leave	49. spent
12. cook	31. leaves	50. stone
13. cure	32. learning	51. stood
14. daytime	33. list	52. stop
15. Dr.	34. lucky	53. story
16. earn	35. lunch	54. turn
17. fishing	36. mean	55. window
18. floor	37. Miss	56. worked
19. food	38. myself	57. worse

MINIMUM LIST

Arranged According to
Degree of Difficulty or of Similarity

1. May	27. July	53. twelve
2. just	28. first	54. upon
3. back	29. third	55. true
*4. made	30. begin	56. truly
5. grade	31. began	57. building
6. down	32. clean	58. built
7. both	*33. beach	59. fruit
8. yard	34. comb	60. wrong
9. kept	35. climb	*61. right
*10. too	36. very	62. learn
11. much	37. also	63. heard
12. which	38. almost	64. earth
13. March	39. always	65. early
14. Sunday	40. throw	66. winter
*15. pair	*41. threw	67. letter
16. chair	*42. blew	68. better
17. stairs	43. none	69. dinner
18. move	44. front	70. supper
19. lose	45. month	*71. hour
20. whose	46. Monday	72. honest
*21. whole	47. chalk	73. knock
22. while	48. watch	74. knocked
23. quite	49. world	75. knives
24. mouth	50. raise	76. sure
25. used	51. noise	77. sugar
26. June	52. else	78. dollar

79. obey	112. leaving	145. divide
80. busy	113. around	146. dozen
81. forty	114. afraid	147. eleven
82. empty	115. above	148. often
*83. berry	116. before	149. listen
84. study	117. between	150. written
85. ready	*118. piece	151. stopped
86. wagon	119. field	152. dropped
87. Boston	120. friend	153. running
88. apron	121. laugh	154. money
89. doctor	122. laughed	155. chimney
90. color	123. break'	156. teacher
91. ought	124. breakfast	157. grocer
92. bought	125. April	158. pitcher
93. brought	126. pupil	159. answer
94. thought	127. bridge	160. another
*95. through	128. clothes	161. nothing
96. church	129. broke	162. anything
97. touch	130. broken	163. woman
*98. their	131. open	164. cousin
99. careful	132. children	165. country
100. dishes	133. afternoon	166. uncle
101. basket	134. morning	167. people
102. quiet	135. evening	168. August
103. Friday	136. yesterday	169. autumn
104. having	137. holiday	170. caught
105. making	138. family	171. taught
106. coming	139. o'clock	172. naughty
107. using	140. visit	173. animal
108. driving	141. visitor	174. didn't
109. shining	142. piano	175. couldn't
110. writing	143. potato	176. doesn't
111. moving	144. polite	177. picture

178. pleasant	186. September	194. squirrel
179. tomorrow	187. Tuesday	195. question
180. minute	188. Thursday	196. vacation
181. quart	189. Saturday	197. Christmas
182. quarter	190. Wednesday	198. January
183. October	191. stories	199. February
184. November	192. carried	200. umbrella
185. December	193. nickel	

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F I R S T S T E P S
I N
W R I T T E N E X P R E S S I O N

⇒ S T O R I E T T E S F O R D I C T A T I O N ⇐

(Containing all the words of the Minimum List)

F O R E W O R D

1

back	window	soft
yard	floor	roof

In my back yard is a small red house.
It has no floor or windows. The roof is
soft and warm.

2

move	daytime	twelve
its	always	empty

This house is always empty in the
daytime. Then it moves about. At night
twelve chicks sleep under its roof.

1

grade	teacher	began
third	Monday	Miss

John's school began last Monday. He is now in the third grade. His teacher's name is Miss Brown.

2

ought	study	earn
very	while	learn

John is very poor. He says you ought to study while you can. He knows you won't earn if you don't learn.

1

Friday	dinner	quite
busy	dishes	too

Mother was ill last Friday. Sister Mary had to cook the dinner and wash the dishes. I was quite busy too.

2

just	seven	quiet
kept	isn't	clean

I kept my hands clean. I tried to be just as quiet as a mouse. Isn't that work for a boy of seven?

1

seed	winter	asleep
blew	almost	March

Winter had almost gone. A little
seed lay asleep. March blew a loud call.
But the seed did not move.

2

down	April	much
upon	early	too

Down fell the April rain upon her.
Yet she lay there. It was much too ear-
ly to get up.

1

open	begin	earth
May	first	leave

The first of May comes. The little seed begins to open her eyes. Still her earth bed is too nice to leave.

2

June	morning	throw
sure	heard	climb

June is heard calling. The seed throws up her hands and climbs to the light. Now she is sure it is morning.

1

child	doctor	visit
noise	coming	hour

Please make no noise, Fred. My child is quite sick. The doctor is coming to visit her. He will be here in an hour.

2

pie	chair	cure
piece	berry	Dr.

Take a chair, Dr. Black. You say a piece of berry pie will cure her? I think so too. I know it would cure me.

1

July	building	month
city	Boston	spent

We spent the month of July in Boston.
It is a large city. I like to visit its
many old buildings.

2

hung	church	story
ago	built	lamp

The Old North Church was built long
ago. Do you know its story? Who once
hung two lamps there?

1

beach	Sunday	dollar
lunch	basket	money

I lost my lunch basket at the beach
last Sunday. All my money was in it.
But I found a dollar in the sand.

2

made	couldn't	spend
lose	didn't	none

It made me sad to lose the money,
for then I had none to spend. Why
didn't I spend my dollar? I couldn't.
It was a sand dollar.

1

break	afraid	stood
touch	before	comb

Mary stood before the glass with mother's best comb in her hair. She had said she would not touch it. Mother was afraid she might break it.

2

broke	dropped	worse
broken	which	also

Mary heard her mother coming. She dropped the comb. It broke in two. So the comb was broken and her word also. Which was worse?

1

chalk	breakfast	used
fruit	dozen	list

John, take a piece of chalk. Write the names of a dozen things used at breakfast. Begin your list with fruit.

2

eleven	anything	Miss
mouth	thought	else

I have thought of eleven things, Miss Brown. I can't think of anything else. Oh, yes! I didn't think of my mouth.

1

true	learning	careful
bank	people	often

People often say that time is money.
It is very true. Be careful how you
spend it. Put it in the learning bank.

2

world	minute	save
using	belong	turn

You are rich. All the minutes in the
world belong to you. How are you using
them? Save them. They will turn to
gold some day.

1

cousin	vacation	making
country	uncle	having

I am spending my vacation with my uncle in the country. Uncle is making hay. Cousin Fred and I help him. We are having great fun.

2

around	children	shine
wagon	driving	mean

We take turns driving around in the wagon. Uncle says in school, too, children should make hay while the sun shines. What does he mean? How can we?

1

field	afternoon	supper
their	August	robin

Two busy robins were in a field one August afternoon. They never stopped to play. They were looking for a supper for their baby robins.

2

both	nothing	lucky
hunt	running	idle

Two idle boys came running into the field. Both thought of nothing but play. Lucky boys! They didn't have to hunt for their supper.

1

above	pleasant	worked
pair	shining	truly

All that afternoon the happy pair sang as they worked. The sun was shining above them. Truly this was a pleasant world for little birds.

2

threw	evening	killed
stone	family	watch

The sun's face was sad that evening. It had been watching two idle boys throw stones. The stones which they threw had killed a happy little family.

1

friend	yesterday	sugar
front	grocer	quart

Yesterday I went to the grocer's for a quart of milk and some sugar. I saw my friend Ned in front of the store.

2

better	doesn't	polite
whole	stopped	invite

I stopped to invite Ned to take a little sugar. He ate the whole of it. A horse doesn't know that isn't polite. I am sure children know better.

1

stairs	Thursday	bought
right	quarter	nickel

My sister found a quarter on our front stairs last Thursday. She gave her friend a nickel and bought candy with the rest. Was it right?

2

whose	someone	brought
wrong	honest	asked

Father says it was wrong. Someone in our house had lost it. She should have brought it to mother and asked whose it was. That was the honest way.

1

autumn	September	Saturday
leaves	October	through

I love to walk through the woods in September and October. Last Saturday I went to look for autumn leaves. How pretty the trees were!

2

moving	November	color
ready	squirrel	food

A busy squirrel was moving here and there. Cold November was coming and he must be ready. He had no time for pretty colors. He must find food.

1

caught	naughty	listen
taught	Tuesday	obey

Listen to me, naughty kitty. You caught a little bird in the garden last Tuesday. You have been taught that is wrong. Why don't you obey?

2

question	Christmas	chimney
answer	December	visitor

You don't answer my question. Very well! Christmas comes in December. Oh, you need not look at the chimney! That kind old visitor comes only to those who are good.

1

knock	Wednesday	letter
laugh	writing	woman

I was writing a letter last Wednesday when I heard a knock at my door. A queer little woman came in. She looked so funny I had to laugh.

2

laughing	umbrella	forty
clothes	carried	apron

She carried a big umbrella. A long apron hung down her back. Her clothes might belong to a woman of forty, but her laughing eyes to none but my baby May.

knocked	potato	floor
knives	piano	Ave.

Playing House

The Brown family lives on West St. Yesterday Mr. Brown was asked to set the table. He dropped the knives on the floor and let a potato fall into the milk. He heard his friends playing over on Third Ave. and ran out so fast he knocked the piano over. Poor Mrs. Brown!

bridge	stories	pitcher
pupil	written	animal

Animal Stories

Many stories have been written about animals. Most pupils have read the story of the dog who was going over a bridge with a piece of meat in his mouth. What does it teach us? What can we learn from the story of the crow and the pitcher? What tiny animal helped a great lion?

divide	laughed	fishing
myself	between	agreed

My Catch

Frank and I went fishing. We agreed to divide between us anything we caught. He caught two big fishes and half a dozen small ones.. I caught nothing but a cold. I asked him how I should divide it. He laughed and said I might keep it all for myself. Wasn't he kind!

picture	tomorrow	o'clock
leaving	January	good-by

The New Year Gift

At twelve o'clock tonight old December will be leaving us. He is getting ready now to say good-by. He is hanging pictures in every window. This is his New Year gift to little January who is coming tomorrow to take his place.

holiday	birthday	born
another	February	poet

The Month of February

In February there are two holidays.
Each is the birthday of a great man.
One was called the Father of Our Country.
The other was called Honest Abe. Another
great man was born in February also. He
was a poet, Can you tell his name?

ROAD TO
THE DICTIONARY

ALPHABETICAL ARRANGEMENT OF WORDS
(By first two letters only)

TOOLS FOR TINY TRAVELERS

IN

MAKE-UP LAND

Spelling Words are the Writing Tools
for telling thoughts.

The more you use them
the sharper they get.

VOCABULARY

(About 3500 words)

A

able	afraid	Alice	answer
aboard	Africa	almost	ant (insect)
about	after	alone	anxious
above	afternoon	along	any
abroad	afterward	aloud	anybody
absent	again	already	anything
abuse	against	also	anywhere
accident	age	although	apart
account	ago	always	apiece
ache	agree	am	appear
aching	ah	America	appetite
acorn	ahead	American	apple
acre	aid	among	apply
across	ail	amuse	appoint
act	aim	amusing	approach
action	air	an	approve
actor	alarm	and	April
add	alas	angel	apron
addition	alike	anger	apt
address	alive	angle	Arctic
admire	all (the whole)	angry	are
admit	alley	animal	arm
advice	alleys	Anna	army
advise	allow	Annie	around
aeroplane	allows	annoy	arose
afford	allowed	another	arrive

arrow	back	bead	beginning
art	backward	beak	begun
Arthur	bad	beam	behave
as	badly	bean	behind
ashes	bag	bear (animal; to hold up)	being
Asia	bake	beard	Belgium
ask	baked	beast	believe
asked	baker	beat (strike)	bell
asleep	baking	beaten	belong
at	ball	beautiful	below
ate (did eat)	balloon	beauty	belt
Atlantic	banana	beaver	bench
attempt	band	became	bend
attend	bank	because	beneath
attention	banner	beckon	berries
attic	bar	become	berry (fruit)
August (Aug.)	barber	bed	beside
aunt	bare (uncovered)	bedroom	best
automobile	barefoot	bee (insect)	better
autumn	bark	beech (tree)	between
avenue (Ave.)	barley	beef	beyond
avoid	barn	beefsteak	Bible
awake	barrel	beehive	bind
away	bashful	been	birch
awful	basin	beet (vegetable)	bird
awhile	basket	beetle	birth
awl (tool)	bat	before	birthday
ax	bath	beg	biscuit
	bathe	began	bit
	bathing	beggar	bite
	battle	begged	bitter
	bay	begging	black
babies	be	begin	blackberries
baby	beach		blackboard

blacksmith	bonnet	bride	bush
blade	book	bridge	bushes
blame	bookcase	bright	bushy
blank	boot	brim	business
blanket	border (edge)	bring	busy
blaze	bore	broad	but
bleat	born	broke	butcher
bleed	borrow	broken	butter
bless	Boston	brook	buttercup
blessed	both	broom	butterflies
blew (did blow)	bother	broth	button
blind	bottle	brother	buy (purchase)
block	bottom	brought	buzz
blood	bough (branch)	brown	by (near to)
bloom	bought	brush	
blossom	bound	bucket	
blot	bow (bend)	bud	C
blotted	bow (of ribbon, etc.)	bug	
blow	bowl	build	cabbage
blown	box	builder	cage
blue (color)	boy	building	cages
board	braid	built	cake
boarder (person)	brain	bull	calf
boast	branch	bullet	calico
boat	brass	bump	California
bodies	brave	bunch	(Calif.)
body	bread	bundle	call
boil	break	bureau	called
boiled	breakfast	buried	calling
boiler	breast	burn	calm
bold	breath	burned	calves
bolt	breathe	burnt	came
bomb	breeze	burst	camel
bone	brick	bury (cover up)	camp

camping	cask	chat	Chinese
can	cast	chatter	chip
canal	castle	cheap	chirp
canaries	cat	cheat	chocolate
canary	catch	check	choice
candle	caterpillar	cheek	choke
candy	cattle	cheer	choking
cane	caught	cheerful	choose
cannot	cause	cheerfully	chop
can't	cave	cheerless	chopped
cap	caw	cheese	chopping
cape	cease	cherries	chose
captain	cedar	cherry	chosen
capture	ceiling	chest	Christmas
car	celery	chestnut	chum
card	cell (small room)	chew	church
care	cellar	chewed	churn
cared	cent (money)	chewing	cinder
careful	center	Chicago	Cinderella
carefully	certain	chick	circle
careless	certainly	chicken	circus
cargo	chain	chicks	cities
caring	chair	chief	city
carpenter	chalk	child	civil
carpet	chamber	childhood	claim
carriage	change	childish	clam
carried	changed	children	clap
carries	changes	chill	clapped
carrot	changing	chilly	clasp
carry	charge	chimney	class
cart	charm	chimneys	classes
carve	charming	chin	claw
case	chase	china	claws
cash	chasing	China	clay

clean	cock	confine	country
cleaned	cocoa	connect	couple
clear	cocoanut	consent	courage
clearly	cod	consider	course
cliff	coffee	consist	(of course)
climb	coin	contain	court
climbed	cold	content	cousin
climbing	collar	contented	cover
cling	collect	continue	covered
clinging	collection	cook	cow
clip	college	cooked	coward
cloak	color	cool	crab
clock	colt	coop	crack
close	column	copied	cracked
closet	comb	copies	cracker
closing	combed	copper	cradle
cloth	come	copy	cramp
clothes	comfort	cord	crane
clothing	comfortable	core	crank
cloud	coming	cork	crash
clover	comma	corn	crawl
club	command	corner	cream
cluck	commence	correct	creature
clumsy	common	cost	creep
clung	companion	cot	crept
cluster	company	cottage	crew
coach	complain	cotton	crib
coachman	comrade	couch	cried
coal	concert	cough	cries
coarse(not fine)	condition	coughed	crime
coast	conduct	could	cripple
coat	conductor	couldn't	crocus
coax	cone	count	crooked
cobweb	confess	countries	crop

cropped		deaf	department
cross		deal	depend
crossed		dear (beloved ;	depth
crow	D	high priced)	descend
crowd		dearest	describe
crown	daffodil	dearly	desert (sand plain ;
cruel	daily	death	forsake)
crumb	dainty	debt	deserve
crush	dairy	decay	design
crushed	daisies	deceive	desire
crust	daisy	December	desk
crutch	damage	(Dec.)	despair
crutches	damp	decent	dessert
cry	dance	decide	(fruit, etc. at dinner)
crying	danced	deck	destroy
cub	dancing	declare	devour
cube	dandelion	deed	dew
cucumber	danger	deep	diamond
cuff	dangerous	deer (animal)	dictation
cunning	dare	defend	did
cup	daring	degree	die (lose life)
curbstone	dark	delay	died
cure	darkness	delayed	different
cured	darling	delight	difficult
curing	darn	delighted	dig
curious	dart	delightful	digging
curl	darted	deliver	dim
curtain	dash	demand	dime
curve	date	den	dimple
cushion	daughter	dent	dine
custom	dawn	dentist	dining
customer	day	denied	dinner
cut	daylight	deny	dip
cutting	dead	depart	dipped

dipper	dollar	dripped	
direct	done	drive	
direction	donkey	driven	E
dirt	donkeys	driving	
dirty	don't	droop	
discharge	door	drooped	each
disease	dot	drop	eager
disgrace	dotted	dropped	eagle
dish	double	dropping	ear
dishes	doubt	drove	earache
dislike	dough	drown	early
dismiss	doughnut	drowned	earn
disobedience	dove	drug	earned
disobey	down	drum	earnest
disobeyed	downward	drunk	earth
displease	downy	dry	earthquake
dispute	dozen	duck	easily
distance	drag	duckling	east
distant	dragged	due (owed)	Easter
district	dragging	dug	eastern
disturb	drain	dull	easy
ditch	drank	dumb	eat
dive	draw	dump	eaten
divide	drawer	during	echo
diving	drawing	dust	edge
division	drawn	dusty	edges
do	dreadful	Dutch	education
doctor (Dr.)	dream	duty	eel
dodge	dreamed	dwarf	effort
does	dress	dwelt	egg
doesn't	dressed	dye (color)	eggs
dog	drill	dyeing (coloring)	Egypt
doing	drink	dying (at death)	eight (number)
doll	drip		eighteen

eighth	entry		farmhouse
eighty	envelope		farther
either	equal		(greater distance)
elbow	erase	F	fashion
elder	eraser		fast
eldest	erect		fasten
electric	errand	fable	faster
electricity	escape	face	fat
elephant	Eskimo	faces	father
eleven	Eva	fact	(parent)
elf	eve	fade	fault
Ella	evening	fail	favor
elm	ever	failure	fawn
else	every	faint	fear
elves	evil	fair (just; pleasant)	fearful
Emily	exact	fairies	fearless
Emma	exactly	fairy	feast
emptied	examination	faithful	feather
empties	examine	fall	February
empty	example	fallen	(Feb.)
enclose	except	false	fed
end	exchange	falsehood	feeble
enemies	excite	fame	feed
enemy	exclaim	family	feel
engine	excuse	famous	feet
engineer	exercise	fan	fell
England	exit	fancy	fellow
English	expect	fanned	felt
enjoy	expense	far	fence
enjoyed	explain	fare	fender
enough	express	(price of passage)	fern
enter	extra	farewell	ferry
entire	eye	farm	festival
entrance	eyes	farmer	fetch

fever	fixture	foam	forty
few	flag	foe	forward
fib	flake	fog	fought
fiddle	flame	foggy	found
field	flap	fold	fountain
fierce	flapped	folded	four (number)
fifteen	flash	folks	fourteen
fifth	flat	follow	fourth (a part; after third)
fifty	flatter	fond	fowl (a bird)
fig	flavor	food	fox
fight	flax	fool	fraction
figure	flea (insect)	foolish	frame
file	flee (run away)	foot	France
filing	fleece	football	Frank
fill	flesh	footstool	fraud
finally	flew (did fly)	for	free
find	flies	forbid	freedom
fine	flight	force	freeze
finger	fling	forehead	freezing
finish	float	forest	freight
finished	flock	forever	French
fir (tree)	flood	forgave	fresh
fire	floor	forge	fret
fireman	flour (grain)	forget	Friday
firemen	flow	forgive	fried
firm	flowed	forgiven	friend
first	flower (blossom)	forgot	fries
fish	flown	forgotten	fright
fishes	flue (in chimney)	fork	frighten
fist	flung	form	frightened
fit	flush	fort	frisk
five	flute	forth (out from)	frock
fix	flutter	fortunate	frog
fixed	fly	fortune	

frolic	gay	glow	grapevine
from	gaze	glue	grasp
front	geese	gnat	grasped
frost	gem	gnaw	grass
frown	general	go	grate (iron bars)
froze	generous	goat	grateful
frozen	gentle	goblin	grave
fruit	gentleman	God	gravy
fry	gentlemen	goes	gray
full	gently	going	graze
fun	George	gold	great (large)
funny	germ	golden	greedy
fur (on animal)	German	golf	green
furnace	Germany	gone	greet
furnish	Gertrude	gong	grew
furniture	get	good	grief
further	getting	goodness	grin
fuss	ghost	goose	grind
future	giant	got	grinned
	gift	gown	groan (in pain)
	gill	grab	grocer
G	ginger	Grace	grocery
	girl	graceful	ground
gaily	give	grade	grove
gain	glad	grain	grow
gallon	gladly	grammar	growl
game	glance	grand	grown (did grow)
garden	glass	grandfather	gruff
gardener	glee	grandma	grumble
garret	globe	grandmother	grunt
gas	gloomy	grandpa	guard
gate	glorious	grant	guess
gather	glory	grape	guessed (did guess)
gave	glove	grapes	guest (visitor)

guide	hardly	heard	his
guilty	hare (rabbit)	heart	hit
gulf	hark	hearth	hitch
gum	harm	heat	hive
gun	harmless	heaven	hoe
gust	harness	heavy	hog
gutter	harp	hedge	hold
gypsy	Harry	heed	hole (opening)
	harsh	heel (of the foot)	holiday
	harvest	height	Holland
	has	held	hollow
	hasn't	Helen	holy
	hash	help	home
	haste	helped	honest
	hasten	helpful	honey
	hat	hem	hood
	hatch	hen	hoof
	hatched	Henry	hook
	hatchet	her	hoop
	hate	here (in this place)	hop
	hateful	hero	hope
	have	herself	hoped
	haven't	hid	hoping
	having	hide	hopped
	hawk	high	hopping
	hay	higher	horn
	he	highest	horrid
	head	hill	horse
	headache	him	hose
	heal (cure)	himself	hot
	health	hinder	hotter
	healthy	hint	hound
	heap	hip	hour (time)
	hear (by the ear)	hire (for pay)	house

H

habit
 hack
 had
 hadn't
 hail
 hair (on head)
 half
 hall
 halt
 halves
 ham
 hammer
 hand
 handle
 handsome
 hang
 happen
 happened
 happiness
 happy
 hard
 hardest

houses	idle	iron	Joseph
how	idleness	ironing	journey
however	if	is	joy
howl	ill	island	joyful
hug	illness	it	judge
huge	image	Italian	judgment
hugged	imp	Italy	jug
hum	improve	its	juice
hummed	in	it's (it is)	juicy
humming	inch	itself	July
hump	inches		jump
hundred	increase		jumped
hung	indeed	J	June
hunger	India		just
hungry	Indian	Jack	justice
hunt	infant	jacket	justly
hunter	inform	jail	jut
hurl	injure	jam	
hurrah	ink	January (Jan.)	
hurried	inn (hotel)	Japan	
hurry	insect	Japanese	
hurt	inside	jar	Kate
husband	insist	jay	keep
hush	instead	jelly	kept
hut	insult	jerk	kettle
hymn (song)	intend	jet	key
	into	jewel	keys
I	invent	Joe	kick
	inventor	John	kicked
	invitation	join	kid
ice	invite	joined	kill
icy	inward	joint	killed
Ida	Ireland	joke	kind
idea	Irish	joking	kindle

kindness	lady	leaf	lies
king	laid	leafless	life
kingdom	lake	leak	lift
kiss	lamb	lean	lifted
kissed	lame	leap	light
kitchen	lamp	leaped	lighthouse
kite	land	learn	lightly
kitten	lane	learned	like
kitty	lantern	least	liked
knee	lap	leather	likely
kneel	larch	leave	likeness
knelt	lard	leaves	likes
knew (did know)	large	leaving	liking
knife	larger	led (did lead)	lilac
knight (nobleman)	lark	ledge	lilies
knit	last	left	lily
knitting	latch	leg	limb
knives	late	leggings	lime
knob	lately	lemon	limp
knock	later	lemonade	Lincoln
knocked	laugh	lend	line
knot (in string, etc.)	laughed	length	linen
know (in the mind)	laughter	lent	lining
known	law	Lent	link
knuckle	lawn	less	lion
	lawyer	lesson	lip
L	lay	let	listen
	lazily	letter	listened
	laziness	letting	lit
labor	lazy	lettuce	little
lace	lead (show the way)	lick	live
lad	lead (metal; in pencils)	kicked	lively
ladder		lid	liver
ladies	leader	lie	lives

living	lounge	mamma	May
load	love	man	me
loaf	loved	manage	meadow
loan	loving	manager	meal
loan (lend)	lovingly	manger	mean
loaves	lo (look! alas!)	manner	meant
lock	low (not high)	many	measure
locked	lower	map	meat (food)
locket	lowest	maple	medal
lodge	luck	marble	(like a coin)
lodging	luckily	march	meddle
loft	lucky	March	(interfere)
log	Lucy	margin	meek
London	lumber	mark	meet (come up to)
lone (alone)	lump	marked	meeting
lonely	lunch	market	mellow
lonesome	luncheon	marriage	melon
long	lung	married	melt
longer	lying	marries	memory
longing		marry	men
look	M	Mary	mend
looked		mash	mention
loop		mashed	merciful
loose (not tight)	ma'am	mass	mercy
loosely	mad	Massachusetts	merry
Lord	Madam	(Mass.)	message
lose	made (did make)	mast	messenger
losing	magic	master	met
lose (to miss)	magician	mat	metal
lost	maid (girl)	match	nice
lot	mail	matches	middle
loud	make	mate	midnight
louder	maker	matter	might (perhaps)
loudly	making	may	mighty

mild	morning	mutton	neighbor
mile	moss	my	neither
milk	most	myself	Nell
mill	moth		nephew
milller	mother		nerve
mind	motion	N	nervous
mine	motionless		nest
miner	motor	nail	net
mining	motorman	naked	never
minute	mount	name	new (not old)
mirth	mountain	named	newspaper
miss	mounted	naming	New York (N.Y.)
Miss	mouse	nap	next
missed (did miss)	mouth	narrow	nice
mist (fog)	mouthful	nation	nicely
mistake	move	natural	nickel
mite (tiny bit)	movement	nature	niece
mitten	moving	naughtiness	night (darkness)
mix	mew	naughty	nothing
mixed	Mr.	navy	notice
moan	Mrs.	near	November (Nov.)
mock	much	nearer	now
moist	mud	nearest	nowhere
moisture	muddy	nearly	numb
moment	muff	neat	number
Monday	mug	neatly	nurse
money	multiplication	neatness	nut
monkey	multiply	neck	nymph
monkeys	murder	Ned	
month	murmur	need	O
moon	music	needed	
mop	musician	needle	
more	musket	neigh	oak
morn	must	neighed	oar

oars	order	pages	pasture
oats	organ	paid	pat
obedience	other	pail (bucket)	patch
obedient	ought	pain (suffering)	path
obey	our (our own)	painful	patience
object	ours	paint	patient
oblige	ourselves	painter	patted
obliging	out	pair (two)	pattern
obtain	outside	palace	paw
occasion	outward	pale (colorless)	paws
ocean	oval	palm	pea
October (Oct.)	oven	pan	peace (quiet)
odd	over	pane (of glass)	peaceful
odor	overturn	pansies	peach
of	owe	pansy	pear (fruit)
offer	owing	pantry	pearl
officer	owl	papa	pebble
often	own	paper	peck
oh	owned	parade	peddle
oil	owner	parcel	pedler
old	ox	pardon	peel (pare)
older	oxen	pare (peel)	peep
oldest	oyster	parent	peg
on		Paris	pen
once		park	pencil
one	P	parlor	pennies
onion		parrot	penny
only	Pacific	part	people
onward	pack	parties	pepper
open	package	party	perch
opening	packed	pass	perfect
or	pad	passage	perform
orange	paddle	passed (went by)	perfume
orchard	page	past (after; beyond)	perhaps

period	pitch	plume	postage
permission	pitcher	plunge	postman
permit	pitied	pocket	pot
person	pities	poem	potato
pet	pity	poet	potatoes
petal	place	poetry	poultry
Peter	placed	point	pounce
petted	places	poison	pound
pew	placing	poisonous	pour
Philip	plague	poke	poured
Philippines	plain (clear; level land)	poker	powder
piano		Poland	power
piazza	plan	pole	powerful
pick	plane (flat)	police	praise
picked	plank	policeman	pray (ask; beg)
pickle	planned	polish	prayed
picnic	plant	polite	prayer
picture	plaster	politely	preach
pie	plate	politeness	preacher
piece (a part)	platter	pond	precious
pig	play	ponies	prefer
pigeon	played	pony	prepare
pile	playful	pool	present
pilgrim	pleasant	poor	presently
pill	please	pop	president
pillar (post)	pleased	popcorn	press
pillow	pleasing	popped	pressed
pin	pleasure	porch	pretend
pinch	pledge	pork	prettily
pine	plenty	port	pretty
pink	plough	position	prevent
pinned	plow	possess	prey (of animals)
pint	pluck	possession	price
pipe	plum	post	pride

priest
primary
primer
prince
princess
print
printer
prison
prisoner
private
prize
produce
promise
promised
promote
promoted
promotion
prompt
proof
proper
protect
proud
prove
provide
provoke
prowl
prune
public
pudding
puff
pug
pull
pulled
pump

punch
punish
punishment
pup
pupil
puppies
puppy
pure
purple
purse
push
pushed
puss
pussy
put
putting
puzzle

Q

quack
quail
quarrel
quarreled
quarreling
quart
quarter
queen
queer
quench
question
quick
quickly

quiet (still)
quietly
quill
quilt
quit
quite

R

rabbit
race
raced
racer
racing
rack
racket
radio
radish
raft
rag
rage
ragged
rags
rail
railroad
rain (water)
rainbow
raise
raisin
rake
ran
rang
range

rank
rap (knock)
rapid
rapidly
rare
rascal
rat
rate
rather
rattle
raven
raw
ray
reach
reached
read
read (did read)
reader
reading
ready
real
really
reap
rear
reason
receive
recess
recite
red (color)
reef
refuse
regard
reign (rule over)
rein (strap)

reindeer	ripe	rosy	said
rejoice	ripped	rough	sail (of a ship)
relation	rise	round	sailor
remain	risk	Rover	saint (St.)
remark	risked	row	sake
remember	river	rub	sale (trade)
remind	road (street)	rubbed	salt
remove	roam	rubber	same
rent	roar	rubbing	sample
repair	roast	rude	sand
repay	rob	ruffle	sandy
repeat	robbed	rug	sang
replace	robber	rule	sank
replied	robbing	ruler	sap
reply	robin	run	Sarah
report	rock	rung	sash
rescue	rocked	running	sat
respect	rocker	rush	satin
rest	rod	rushed	satisfied
restless	rode (did ride)	Russia	satisfy
return	rogue	rust	Saturday
reward	roll	rusty	sauce
ribbon	rolled	Ruth	saucer
rice	Rome		saucy
rich	roof		savage
riddle	rook	S	save
ride	room		saw
riding	roost	sack	say
right (correct; right side)	rooster	sad	saying
rind	root	saddle	says
ring (a circle; a sound)	roots	sadly	scale
rip	rope	safe	scalp
	rose	safely	scar
	roses	safety	scarce

scarcely	seat	shape	shovel
scare	second	share	show
scared	secret	shark	shower
scarf	secure	sharp	shown
scarlet	see (by the eyes)	shawl	shrub
scatter	seed	she	shut
scattered	seek	shed	shutter
scent (smell)	seem (appear to be)	sheep	shutting
scholar	seen (as: has seen)	sheet	shy
school	seize	shelf	sick
schoolmate	self	shell	sickness
scissors	selfish	shelter	side
scold	sell (trade)	shelves	sidewalk
scorch	send	shield	sieve
Scotch	sense	shine	sift
scout	sent (did send)	shining	sigh
scowl	sentence	ship	sighed
scramble	separate	shipwreck	sighing
scrape	September (Sept.)	shirt	sight
scratch	servant	shock	sign
scratched	serve	shoe	signed
scream	set	shoes	silent
screamed	settle	shone	silk
screech	seven	shook	silly
screw	seventeen	shoot	silver
scrub	seventy	shop	simple
scrubbed	sew (stitch)	shore	sin
sea (ocean)	shade	short	since
seashore	shadow	shot	sing
seal	shake	should	single
seam	shaken	shoulder	sink
(a fold; a joining)	shall	shouldn't	sir
search	shallow	shout	Sir
season	shame	shove	sirup

sister	slide	soap	soup
sit	sliding	soar (fly)	sour
sitting	slight	sob	south
six	slip	sobbed	southern
sixteen	slipped	sobbing	sow (plant seed)
sixth	slipper	sober	space
sixty	slow	sock	spade
size	slowly	socks	Spain
skate	sly	soda	span
skating	slily	sofa	Spanish
sketch	small	soft	spare
skies	smart	soil	spark
skin	smash	sold	sparkle
skip	smell	soldier	sparrow
skipped	smile	sole	speak
skipping	Smith	(of the foot; only)	spear
skirt	smoke	solid	speck
skull	smoked	some	speech
sky	smoking	somebody	speed
slan	smooth	something	spell
slant	snail	sometimes	spelled
slap	snake	somewhere	spelling
slapped	snap	son (boy)	spend
slave	snapped	song	spent
sled	snatch	soon	sphere
sledge	snatched	soot	spice
sleep	sneeze	sore (painful)	spider
sleepy	snow	sorrow	spied
sleeve	snowball	sorry	spies
sleigh	snowed	sort (kind; to select)	spill
slender	snowing	sought (looked for)	spilled
slept	snug	soul (spirit)	spin
slice	so	sound	spine
slid	soak		spinning

spire	stab	steer	story
spirit	stabbed	stem	stout
spite	staff	step	stove
splash	stage	stepped	straight
splendid	stain	stepping	strain
split	stair (a step)	stern	strange
spoil	stairs	stew	stranger
spoiled	stake (post)	stick	strap
spoke	stale	sticks	straw
sponge	stalk	stiff	strawberry
spool	stall	still	stray
spoon	stamp	sting	strayed
spoonful	stamped	stingy	streak
sport	stand	stir	stream
spot	star	stirred	street (St.)
spotted	starch	stitch	strength
spout	stare (gaze at)	stitches	stretch
sprain	start	stock	stretched
sprang	started	stocking	strict
spray	starve	stole	strike
spread	starving	stomach	striking
spring	state	stone	string
sprinkle	station	stood	strip
sprite	stay	stool	stripped
sprout	stayed	stoop	stripe
spry	staying	stooped	striped
spun	steak (meat)	stop	stroke
spy	steal	stopped	stroll
square	(take wrongfully)	stopping	strong
squash	steam	store	struck
squeal	steamer	stories	struggle
squeeze	steel (metal)	stork	stuck
squint	steep	storm	studied
squirrel	steeple	stormy	studies

stuff	swallow	tailor	teeth
stuffed	swan	take	telephone
stumble	swamp	taken	tell
stump	swan	taking	ten
stung	swarm	tale (story)	tender
stupid	sway	talk	tennis
sty	swear	talked	tent
style	sweat	tall	tenth
stylish	Sweden	tame	term
submarine	sweep	tan	than
subtraction	sweet	tangle	thank
such	sweetly	tanned	thankful
sudden	sweetness	tape	Thanksgiving
suddenly	swell	tar	that
suffer	swept	tardy	thaw
sugar	swift	tart	thawed
suit	swim	task	the
sun (by adding)	swimmer	taste	thee (you)
summer	swimming	tastes	their (own)
sun (light)	swing	taught	theirs
sunbeam	swinging	tax	them
Sunday	switch	tea	themselves
sung	sword	teach	then
sunk	swung	teacher	there (in a place; there is, etc.)
sunny		teacup	
sunrise	T	team	these
sunset		teamster	they
supper		teapot	thick
suppose	table	tear	thief
sure	tack	(pull apart)	thieves
surely	tacks (nails)	tear	thigh
surf	tag	(from the eye)	thimble
surface	tagged	tease	thin
surprise	tail (of animal)	teaspoon	thing

think	ticket	tongue	treat
third	tickle	tonight	treatment
thirst	tide (of the sea)	too (much; also)	tree
thirsty	tidy	took	tremble
thirteen	tie	tool	trench
thirty	tied (joined)	tools	trial
this	tiger	tooth	trick
thistle	tight	toothache	tried
Thomas	till	top	tries
thorn	tilt	torch	trim
those	time	tore	trimmed
though	timid	torn	trip
thought	tin	toss	tripped
thoughtful	tingle	tossed	tripe
thoughtless	tiny	touch	trolley
thousand	tip	touched	troop
thrash	tipped	tough	trot
thread	tire	toward	trotted
three	tired	towards	trouble
threw (did throw)	to (toward; as: to sing; to eat)	towel	trout
throat		town	truck
through (from one side to the other)	toad	toy	trudge
throw	toast	toys	true
thrown	today	track	truly
thrush	toe	train	trunk
thrust	toes	tramp	trust
thumb	together	trap	trusted
thump	toil	trash	truth
thunder	told	travel	truthful
Thursday	tomato	traveled	try
thus	tomatoes	traveler	tub
thy (your)	tomorrow	tray	tube
tick	ton	tread	tuck
	tone	treasure	tucked

Tuesday	under	upright	vine
tug	understand	upset	vines
tugged	understood	upward	violet
tulip	undo	urge	vision
tumble	unfair	us	visit
tumbler	unfit	use	visitor
tune	unfold	used	voice
turf	unhappy	useful	voices
turkey	uniform	useless	volcano
turkeys	union	using	vote
turn	unit	usual	voyage
turned	unite	usually	
turnip	united		
turtle	United States	V	W
twelve	(U.S.)		
twenty	unjust		wade (in water)
twice	unkind	vacation	wag
twig	unknown	vain (proud)	wagged
twilight	unless	valley	wagon
twin	unlike	value	wail
twine	unlock	vase	waist (part of
twinkle	unsafe	veal	the body; clothing)
twirl	untidy	vegetable	wait (to stay for)
twist	untie	vein (in a leaf; waited	
two (number)	until	(a blood vessel)	waiter
tying	untrue	velvet	wake
	untruth	verse	waked
U	untruthful	very	waking
	unusual	vessel	walk
	unusually	vest	walked
ugly	unwilling	vex	wall
umbrella	unwise	vexed	walnut
unable	up	view	wand
uncle	upon	village	wander (move)

want	wee (tiny)	whole (all)	wished
wanted	weed	whom	witch
war	week (seven days)	whose	with
ward	weep	why	wither
warm	weigh (to find the heaviness)	wick	withered
warmed		wicked	within
warn	weighed	wide	without
warning	weight (heaviness)	widow	wives
warrior	welcome	wife	woke
was	well	wild	wolf
wasn't	went	wildly	wolves
wash	wept	will	woman (one)
washed	were	William	women (more than one)
washing	west	willing	won (did win)
Washington	western	willow	wonder (think)
wasp	wet	wilt	wonderful
waste (use carelessly)	whale	wilted	won't
watch	wharf	win	wood (from trees)
watched	what	wind (air)	wooden
water	wheat	wind (twist)	woodpecker
wave	wheel	window	woods
wax	when	windy	wool
way (manner; direction)	where	wine	woollen
we	whether	wing	word
weak (not strong)	which	wink	wore
wealth	while	winner	work
wealthy	whine	winter	worked
wear	whip	wipe	workman
weather	whipped	wiped	world
weave	whipping	wire	worm
wedding	whisper	wireless	worn
wedge	whistle	wisdom	worried
Wednesday	white	wise	worry
	who	wish	worse

worst	wretch	yarn	younger
worth	wretched	yawn	youngest
worthy	wring (twist)	year	your
would	wrinkle	yearly	yours
(as: would go)	wrist	yeast	yourself
wound (twisted)	write	yell	yourselves
wound (an injury) (with pen, etc.)	writing	yelled	youth
wounded	written	yellow	youthful
wrap (cover up)	wrong	yellowish	
wrapped	wrote	yes	Z
wrapper	wrung (twisted)	yesterday	
wrath		yet	
wreath		yoke (join)	zeal
wreaths	Y	yolk (of an egg)	zebra
wreck		yonder	zero
wrecked		you	zone
wren	yard	young	Zoo

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